



Topic Design

สุขภาพและสังคม

Period 1

1	About the Activity	Number of Students: 100
	Activity Title: Period 1 – Social Determinants to Health	Subject: Health and Society
	Technology: clickers	Materials: Video clips, handouts, project-based
	Time: 120 minutes	Activity Designer: Assoc. Prof. Dr. Suphot Dendoung and
2	Backward Design	
	Stage 1: Identify Desired Results	
Consult Bloom's Taxonomy	<p>By the End of this Activity:</p> <p>2.1.1 students are able to understand the conceptualization of inequity of health and society and able to develop decent arguments in various angles from physical, mental to other types of sickness (Bloom Stage 1/2/3: remember, understand and analyse) (Design Thinking: Emphasise and define)</p> <p>2.1.2 students are able to understand the existing theories in terms of inequity and social determinants of health (Bloom Stage 1/2: remember and understand) (Design Thinking: Emphasise)</p> <p>2.1.3 students are able to apply learned theories to analyse inequity root causes of the selected case of sickness shown in the video clip (Bloom Stage 3/4: Apply and Analyse) (Design Thinking: Define and Ideate)</p> <p>2.1.4 students are conscientized to the concept of inequity and its important</p>	
	<p>Big Ideas of this Activity:</p> <ol style="list-style-type: none"> 1) Using case studies and inductive/deductive methods, project-based for students to assimilate themselves to the current issues of inequity in health and society 2) MUGA: Using cognitive (critical thinking), interpersonal (communication, responsibility) and intrapersonal (intrinsic motivation, learning how to learn) skills 3) Entrepreneurial Education: Using work with problem, authentic content and novelty skills 	

	4) Employing one of Mahidol University's value: altruistic to empower students to change their perspectives to inequity perspective		
	Stage 2: Determined Acceptable Evidence (Performance Assessment Indicators) – How do you assess Stage 1		
	Acceptable Evidence	Assessing Results	
	Students are able to: 2.2.1 emphasise and identify inequity problems and issues in contemporary health and society 2.2.2 understand and make use of the learned theories of inequity to analyse the problems and root causes in contemporary health issues 2.2.3 ability to differentiate the perspectives based on inequity criteria	1) Voting Summary 2) Questions and answers checklists 3) Mind-map or flip chart summary	
Stage 3: Learning Experience Planning			
Lesson Outlines	Instructor: What do you do?	Students: What do students do?	Time
Step 1: Introduction	Instructor introduces outcomes and learning activities	Students listen and ask questions	10 mins
Step 2: Procedure	Part 1: Introducing to Contemporary Health and Society Issues		
	Instructor and TA are to: 1) Guide students the objectives of the video clips including the questions to be discussed after watching the clip, there are definition of problem, causes and solution based on inequity criteria 2) Turn on video clips on 'contemporary health issues'	Students are to: 1) Listen and take note 2) Watch the video clips and take note 3) Vote for the contemporary health issues which they deem as important 4) Listen and share ideas learned from the clip	15 mins for video clip 20 mins for inducting the lesson learned from the clip, voting and result wrap-ups

	<ol style="list-style-type: none"> 3) Ask students to use 'Clickers' to vote for the current health issue 4) Summarize on lesson learned from the clip the results of students' vote on current health issues 5) TA to record the result of the votes on current health issue 		
Part 2: Introducing Relevant Theories on Health and Society with emphasis on inequity			
	<p>Instructor is to:</p> <ol style="list-style-type: none"> 1) Choose for and introduce to students relevant inequity theories on health and society as well as possible solutions based on the theories 2) Pose challenging questions to students from different background using the information from the clip in part 1 3) TA to conceptualise students ideas using mind-mapping or flip-charts 	<p>Students are to:</p> <ol style="list-style-type: none"> 1) Listen and ask questions 2) Use the theories learned from this part to analyse the health problem and situation learned from the clip in Part 1 	<p>45 mins for lectures on theories and analytical exercises for students</p>
Step 3: Assignment and Summary	<p>Instructor is to:</p> <ol style="list-style-type: none"> 1) summarise the lessons learned 	<p>Students are to:</p>	<p>10 mins for lesson learned summary</p>

	<p>2) Elaborate in details the 2-month project-based assignment (key questions, data collection methods and presentation)</p>	<p>1) listen and provide more inputs if any as well as ask questions</p> <p>2) Listen and clarify the details of the assignment</p>	<p>20 mins for assignment elaboration:</p> <p><u>*key questions:</u> students are to select their own case studies and to identify one of the following:</p> <ol style="list-style-type: none"> 1) describe health problem in terms of inequity or 2) root cause of selected health problem in terms of inequity or 3) policy or program analysis in terms of inequity or 4) inventing innovation such as tools or application to reduce inequity or 5) bad consequences of inequity <p><u>How to do:</u> involving project-based experiential learning through such methods as interviews, observation, shadowing, picture taking, physical prototypes, documentary research, case study, experimentation, etc. based on one of the theories of the third group</p> <p><u>Presentation of the result:</u> the 6-8 minutes video clip</p> <ol style="list-style-type: none"> 1) Issue content 2) Production ideas (documentary film, research finding, story board, etc.)
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			3) Solution/intervention based on learned theories
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Period 2 and 3

1	About the Activity	Number of Students: 100
	Activity Title: Period 2 – Project-based 1	Subject: Health and Society
	Technology: clickers	Materials: Video clips, handouts, project-based
	Time: 120 minutes	Activity Designer: Assoc. Prof. Dr. Suphot Denduang
2	Backward Design	
	Stage 1: Identify Desired Results	
Consult Bloom's Taxonomy	<p>By the End of this Activity:</p> <p>2.1.1 students are able identify health and social issues which they deem important from various angles from physical, mental to other types of sickness (Bloom Stage 3/4: Apply and Analyse) (Design Thinking: Identify and Ideate)</p> <p>2.1.2 students are able to conduct a project-based problem solving exercise based on their chosen topics with their peers</p> <p>2.1.3 students are able to apply learned theories to analyse root causes, identify conditions or limitations leading to health issues and propose immediate intervention through their project-based exercise (Bloom Stage 5/6: Evaluate and Create) (Design Thinking: Define, Ideate, Prototype)</p> <p>2.1.4 students are able to communicate the ideas through the use of IT skills</p> <p>2.1.5 students are empowered by the inequity experiences that learned from their fieldworks and analysis</p>	
	<p>Big Ideas of this Activity:</p> <ol style="list-style-type: none"> 1) Using the project-oriented method to create problem-solving skills 2) MUGA: Using cognitive (critical thinking), interpersonal (communication, leadership, responsibility) and intrapersonal (intrinsic motivation, learning how to learn and acting autonomously) skills 3) Entrepreneurial Education: Using work with problem, authentic content, teamwork, longer-time period, interact with outside world, value-creation outside classroom and novelty skills 4) Understand the bad consequences of inequity, empower themselves and have commitment with inequity reduction 	
	Stage 2: Determined Acceptable Evidence (Performance Assessment Indicators) – How do you assess Stage 1	
	Acceptable Evidence	Assessing Results
	Students are able to:	

	<p>2.2.1 identify health and social issues which they deem important</p> <p>2.2.2 conduct a project-based problem solving exercise</p> <p>2.2.3 apply learned theories to analyse root causes, identify conditions or limitation leading to health issues and propose immediate intervention</p> <p>2.2.4 communicate the idea through the use of IT skills</p> <p>2.2.5</p>	<p>1) Prioritization map</p> <p>2) Project sketches identifying methods of data collection (description, interviews, observation, shadowing, picture taking, role-play etc.)</p> <p>3) Concrete workplan or solution to the main problems including a) the root causes, b) conditions or limitations and c) immediate intervention</p> <p>4) Motion pictures/clips</p>	
Stage 3: Learning Experience Planning			
Lesson Outlines	Instructor: What do you do?	Students: What do students do?	Time
Step 1: Introduction	Instructor wraps up on previous assignment	Students listen	5 mins
Step 2: Procedure	Part 1: Presentations of Project-based Problem Solving Exercises (first half of the groups)		
	<p>Instructor and TA are to:</p> <p>1) Guide students the objectives of the video clips including the definition of problem, causes and solution and inequity criteria in terms of questions such as what the argument is, how it has been supported, from what perspective it has been derived, how it defined inequity, determined the root causes, recommendation in relation to inequity, how lovely the clip is to follow, what alternative</p>	<p>Students are to:</p> <p>1) Listen and take note</p> <p>2) Watch the video clips of groups doing the presentation and take note</p> <p>3) Share/draw lessons and challenge ideas learned from the clip</p> <p>4) Answer the guided questions in groups or individually</p>	100 mins

	<p>inequity argument is recommended.</p> <ol style="list-style-type: none"> 2) Ask students to present their findings and analyses through clips 3) Ask students from other groups to draw lesson learned from the group presenting the finding and discuss the issues listed in the guide questions. 4) Introduce more challenging inequity questions based on the presentation of each group 5) Invite the co-lecturer to view the issues from different perspectives 		
Step 3: Summary	<p>Instructor is to:</p> <ol style="list-style-type: none"> 1) summarise the important of equity and bad consequences of inequity 2) summarise the definition and criteria of inequity from various perspectives based on the root causes, conditions and limitation 	<p>Students are to:</p> <ol style="list-style-type: none"> 1) listen and ask questions 	15 mins

	of the problems as well as immediate intervention 3) conscientize the students ·s altruism based on inequity reduction		
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Period 3

1	About the Activity	Number of Student: 100
	Activity Title: Period 3 – Project-based 2	Subject: Health and Society
	Technology: clickers	Materials: Video clips, handouts, project-based
	Time: 120 minutes	Activity Designer: Assoc. Prof. Dr. Suphot Denduang
2	Backward Design	
	Stage 1: Identify Desired Results	
Consult Bloom's Taxonomy	<p>By the End of this Activity:</p> <p>2.1.1 students are able identify health and social issues which they deem important from various angles from physical, mental to other types of sickness (Bloom Stage 3/4: Apply and Analyse) (Design Thinking: Identify and Ideate)</p> <p>2.1.2 students are able to conduct a project-based problem solving exercise based on their chosen topics with their peers</p> <p>2.1.3 students are able to apply learned theories to analyse root causes, identify conditions or limitations leading to health issues and propose immediate intervention through their project-based exercise (Bloom Stage 5/6: Evaluate and Create) (Design Thinking: Define, Ideate, Prototype)</p> <p>2.1.4 students are able to communicate the ideas through the use of IT skills</p> <p>2.1.5 students are able to exchange ideas with guest lecturer/expert</p>	
	<p>Big Ideas of this Activity:</p> <p>5) Using the project-oriented method to create problem-solving skills</p> <p>6) MUGA: Using cognitive (critical thinking), interpersonal (communication, leadership, responsibility) and intrapersonal (intrinsic motivation, learning how to learn and acting autonomously) skills</p> <p>7) Entrepreneurial Education: Using work with problem, authentic content, teamwork, longer-time period, interact with outside world, value-creation outside classroom and novelty skills</p>	
	Stage 2: Determined Acceptable Evidence (Performance Assessment Indicators) – How do you assess Stage 1	
	Acceptable Evidence	Assessing Results
	<p>Students are able to:</p> <p>2.1.1 identify health and social issues which they deem important</p> <p>2.1.2 conduct a project-based problem solving exercise</p>	<p>1) Prioritization map</p> <p>2) Project sketches identifying the use of a chosen theory and methods of data collection (description,</p>

	<p>2.1.3 apply learned theories to analyse root causes, identify conditions or limitation leading to health issues and propose immediate intervention</p> <p>2.1.4 communicate the idea through the use of IT skills</p> <p>2.1.5 exchange of ideas with guest lecturer or experts</p>	<p>interviews, observation, shadowing, picture taking, role-play etc.)</p> <p>3) Concrete workplan or solution to the main problems including a) the root causes, b) conditions or limitations and c) immediate intervention</p> <p>4) Motion pictures/clips</p> <p>5) Questions and answers checklists</p>	
Stage 3: Learning Experience Planning			
Lesson Outlines	Instructor: What do you do?	Students: What do students do?	Time
Step 1: Introduction	Instructor wraps up on previous assignment	Students listen	5 mins
Step 2: Procedure	Part 1: Presentations of Project-based Problem Solving Exercises (first half of the groups)		
	<p>Instructor and TA are to:</p> <ol style="list-style-type: none"> 1) Ask students to present their findings and analyses through clips 2) Ask students from other groups to draw lesson learned from the group presenting the finding 3) Introduce more challenging questions based on the presentation of each group 	<p>Students are to:</p> <ol style="list-style-type: none"> 1) Present the clips, watch the video clips of groups doing the presentation and take note 2) Share/draw lessons and challenge ideas learned from the clip 3) Answer questions in groups or individually 	100 mins
	Part 2: Challenging the Ideas and Alternative Solutions		
	Instructor and TA are to:	Students are to:	10 mins
		2) Listen and ask questions	

	<ol style="list-style-type: none"> 1) Invite guest lecturer/expert to share ideas on on the root cause, conditions and limitation of the problems as well as immediate intervention 		
Step 3: Summary	<p>Instructor is to:</p> <ol style="list-style-type: none"> 1) Select the clip from group presentations and offer alternative viewpoints on the root cause, conditions and limitation of the problems as well as immediate intervention 2) Summarise the final lessons learned for the whole topic 3) Sensitize on self-effectiveness and altruism 	<p>Students are to:</p> <ol style="list-style-type: none"> 1) Listen, ask questions and take note 2) Ask questions and share additional ideas 	15 mins