



Facilitator Guide: Health Communication to Academic Audiences

Students can undertake this module after they have completed the Introduction to Health Communication module which provides a foundation for key health communication concepts.

Effective health communication to academic audiences takes time and practice. This module is designed to develop students' understanding of how genre and purpose supports communicating to academic audiences.

We define **genre** in this module as a conventional (rules based) response to an audience's need for information in order to understand, believe, or to act in a specific way (1). Students who understand their own purpose in writing and have a clear understanding of what the audience expects in various forms of academic writing, will be empowered to communicate effectively to academic audiences. This module is available to you as a facilitator to support learning objectives and activities in tutorials, and other class activities. It can also be useful to scaffold assessment in your course.

Learning Objectives for Health Communication to Academic Audiences module:

1. Identify how genre functions in written health communication for academic audiences.
2. Understand how and why writers develop arguments in academic texts.
3. Understand the importance of writing ethically for academic audiences.

Estimated learner time for Health Communication to Academic Audiences module: 45 minutes

Ideas for extending on the module content with students:

We suggest that students engage with this module on their own prior to class and that elements can be imported to tutorials or other classroom settings for further discussion. Example discussion questions for exploring the content in more depth are provided below. Additionally, the videos from the module can be shown in class or tutorials as a prompt for further discussion:

- We suggest replaying [Dr Kevan Jones' opening video](#) on audience and purpose and how these are related to genre, followed by a small group or full class discussion.
- [Dr Kevan Jones' second video](#) explains what an argument is in written contexts, how all written texts including academic ones, are arguments. He offers an example of how students can identify a researcher's argument in a journal article.
- [Dr Amy Hickman's video](#) is all about how academic writing has a place in creating new knowledge around health and wellbeing that can lead to positive change. The purpose of the video is to help students envision their role beyond submitting an assessment.
- [Bernadette Huber's video](#) offers an example of a student writer finding purpose as she also offers lessons learned about writing for academic audiences in a second language. This is a particularly powerful example for all students and especially students who come into our classes with multiple languages.



Example discussion questions:

- As a health communicator writing in academic contexts, what strategies can you use to understand your purpose in writing?
- How do you feel about creating an argument in your own academic writing?
- Academic writing may seem to be a one-off activity, but can you identify ways that your writing or other academic's writing has contributed to your understanding of an issue?
- What are various ways you can join the academic conversation in your discipline area?

Example learning activity:

Think/Pair/Share: Ask students to bring a journal article they are reading for their research into class. Ask students to highlight the writer's purpose, their audience and how they built their argument. Then ask students to form pairs to share their insights. Which article provided the most effective argument? Why?

Additional resources that support the teaching content

1. What is a genre. PDF. University of Toledo, OH, USA. https://www.utoledo.edu/al/english/programs/composition/studio/pdf/What_is_a_genre.pdf
2. Carter, I., & Paulus, K. (2010). Research communication: Insights from practice (Vol. 128). A working paper of the Research Communication Strategy Group. London, England: Department for International Development (DFID)
3. Pati, D., & Lorusso, L. N. (2018). How to write a systematic review of the literature. HERD: Health Environments Research & Design Journal, 11(1), 15-30. <https://pubmed.ncbi.nlm.nih.gov/29283007/>
4. University of Queensland. (n.d). Literature Reviews. <https://guides.library.uq.edu.au/research-techniques/literature-reviews#s-lg-box-16401198>
5. Digital Essentials. Complete and submit assessments. <https://web.library.uq.edu.au/research-tools-techniques/digital-essentials>
6. Digital Essentials. Communicate and collaborate. <https://web.library.uq.edu.au/research-tools-techniques/digital-essentials>