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Graciela H. Tonon

Editor

Teaching Quality of Life in Different Domains

 Springer

Editor

Graciela H. Tonon

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*To my dear husband, Walter, and my loving
sons, Pedro and Erica, who always
understand my work and illuminate and
enrich my life.
Graciela H. Tonon*

Preface

The aim of this book is to present proposals to teach quality of life in different fields. In Chap. 1 entitled “Theory and Methodology in Social Sciences Programs,” I present the proposition of quality of life (theoretical/methodological) as a possibility to construct a new outlook on the social field studies and to propose a course that includes the vision of quality of life in a Master/PhD Program in Social Sciences considering that the act of teaching is also a political act, which leads us to say that the role of politics should not only be restricted to the solution of material problems but also to develop an awareness of people’s life daily experiences.

In Chap. 2, Dan Weijers discusses the methods, topics, and perspectives that characterize a philosophical approach to teaching well-being or quality of life, focusing especially on how to create and critique a theory of well-being in a methodologically informed way, one that enables students to critique the methods used by a range of well-being and quality-of-life researchers, especially those used by philosophers. The chapter concludes with some suggestions on how to harness the subject matter in a way that creates an engaging undergraduate-level course on well-being and quality of life.

Tobia Fattore in Chap. 3 examines different ways in which well-being and quality of life can be used as pedagogical concepts for teaching Sociology. The chapter begins with a first overview of key philosophical traditions in quality-of-life research for introducing some foundational sociological theories and ways of undertaking social research. Finally the authors canvassed key approaches to researching quality of life which are related to different epistemological approaches in social science research.

In Chap. 4, Daniel T. L. Shek, Xiaoqin Zhu, Diya Dou, Moon Y.M. Law, Lu Yu, Cecilia M.S. Ma, and Li Lin present two programs in response to the results of the research studies that showed worsening mental health conditions such as rising depression and suicidal rates, the increase of adolescent egocentrism, and the declined of empathy and sense of social responsibility among university students in the past decades. To promote holistic development and quality of life in undergraduate students, two credit-bearing leadership subjects were developed at The Hong Kong Polytechnic University (PolyU). The first subject is entitled “Tomorrow’s

Leaders,” based on the positive youth development (PYD), and the second subject is entitled “Service Leadership.”

Chapter 5 is dedicated to the teaching of quality of life in relation with the capability approach. Paul Anand offers new insights into how the capability approach can now make a systematic and transformative contribution to higher education teaching focused on quality of life. The author presents a brief survey of some key distinctive features followed by some suggested areas where capability approach research sheds light on what quality of life requires. The paper suggests such research is particularly useful for discussing the role of opportunities, freedoms, and constraints on the quality of life that individuals achieve and experience, and it highlights potential contributions to quality-of-life teaching by virtue of a capacity to connect structural social and economic drivers to quality-of-life outcomes.

In Chap. 6, written by Takashi Inoguchi, the author describes how political science courses on quality of life may be organized with a syllabus that consists of the following six sections: people’s satisfaction with daily life (QOL and daily life satisfaction), people’s approval of government conducts especially economic policy (QOL and government economic policy), parents’ propensity to nurture their children norms and values (QOL and culture values and norms), QOL and confidence in institutions, QOL-based societal profiling or typology of Asian societies, and Applying QOL studies in Sustainable Development Goals (health, education, and income in East Asia).

Don R. Rahtz, M. Joseph Sirgy, Stephan Grzeskowiak, and Dong-Jin Lee examine in Chap. 7 different ways in which quality-of-life concepts can be integrated into existing marketing coursework. The ultimate goal is to increase the likelihood that students would embrace a QOL orientation in the practice of marketing. The final section ends with a set of suggestions for moving the acceptance of the broader use of QOL-related concepts in marketing departments, the business academy, and both the broader public and private sectors.

Chapter 8 was written by Filomena Maggino who presents the case of *QoLexity* in Italy a post-master program at the University of Florence dedicated to the training of statisticians in the field of quality of life which was conducted for two editions and was closed on 2016.

In Chap. 9, Jon Hall comments how statisticians, economists, and policy makers around the world are working to design and use alternative measures of human progress: measures which focus on outcomes of life quality, rather than simply inputs like economic activity. This chapter discusses some of the ways in which education and training can foster and support this work.

In Chap. 10, Jorge Guardiola proposes Nonviolent Economics as a path for achieving quality of life. This chapter presents an experience of addressing quality of life in an Economic Policy course. The nonviolent approach is the perspective through which quality of life is viewed and is present throughout the whole economics course, with a particular emphasis on the violent component of the economic structure and how to satisfy human needs without using violence against others.

Matías Popovsky in Chap. 11 presents the importance of teaching quality of life using online education, which means conducting a course partially or entirely through the Internet. This chapter aims to discuss the following: the historical context of the education paradigm shift in which this experience is embedded, the educational model for online courses and degree programs at Universidad de Palermo (Argentina), and a proposal of a course to teach quality of life within the framework of this pedagogical model.

Javier Martínez in Chap. 12 presents an approach for teaching and learning quality of life in urban studies. It is contextualized within two higher education courses in an MSc specialization on Urban Planning and Management with a group of international students in the last 10 years. The chapter proposes a reflective and open spiral learning process where students are encouraged to define and operationalize spatial indicators to measure intra-urban quality-of-life variations and to critically use context-sensitive methods such as walking interviews. The teaching described is grounded in the fields of planning, geography, critical cartography, and mixed methods.

Chapter 13 is dedicated on the teaching of quality of life and well-being in Public Health. Chelsea Wesner, Diana Feldhacker, and Whitney Lucas Molitor propose the social ecological model of health as an organizing framework, considering that it is an innovative and integrated approach to teaching that aims to create quality learning experiences. The authors describe how influences of context, social determinants of health, individual factors, culture, and engagement in meaningful activities relate to health, offering learners the possibility to explore factors related to quality of life and well-being. Assignment descriptions and case examples are timely and serve to equip students to meet the demands placed upon health professionals in our modern, globally connected society.

Chapter 14 by Diane E. Mack, Philip M. Wilson, Caitlin Kelley, and Jennifer Mooradian presents how to teach well-being within the context of sports through four evidence-based modules. Defining quality of life and well-being will serve as the focus of the first module. The second module will highlight why consideration of well-being in sport is meaningful. How well-being can be promoted is examined in the third module through consideration of relevant psychological theories and interventions. Finally, the fourth module focuses on distinct groups of athletes including sport participants living with physical and intellectual disabilities, athletes undergoing injury rehabilitation, and current/former athletes transitioning beyond sport.

Finally in Chap. 15, Sabirah Adams, Shazly Savahl, Maria Florence, Kyle Jackson, Donnay Manuel, Mulalo Mpilo, and Deborah Isobell aim to briefly sketch the extent of quality-of-life research relating to children in South Africa and to propose a syllabus for training emerging researchers in conducting QoL research. The chapter identifies and provides a focused discussion on the extent of quality-of-life research within South Africa. The key aspect of the chapter is to propose a syllabus for teaching quality-of-life research with children. In particular five aspects are put forward: contextualizing children and childhood in South Africa, children's QOL

and inequalities, theories of children's SWB, methodological considerations, and children's rights and SWB.

My thanks to all the authors from different parts of the world—Africa, Asia, Europe, Latin America, North America, and Oceania—who collaborate with each other their work to make this book a reality. Their committed work allows me to continue learning about the quality of life of people around the world and improve my own quality of life; it is an honor for me to work with all of them.

Buenos Aires, Argentina
April 2019

Graciela H. Tonon

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Graciela H. Tonon

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