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Introduction

This volume focuses in general on models in health and the forms of activity undertaken by different entities. By now, a common agreement is shared: social model of health is the model everyone has to refer to, especially when dealing with health promotion, particularly around cancer or the risk of chronic diseases, or wider other pathologies. But are we really sure to share the same content when we say “health communication”? Many scholars assume that a lot of social actors are intervening into this “social act”: primary school and biology teachers, journalists, bloggers and community managers, medical staff, patients, and their relatives, scientists, researchers – not to mention social sciences researchers! – through medias and means of communication: TV programs, TV series, digital media, social networks, NGO’s, pharmaceutical companies advertisings...

To make clearer the future models of health, beyond “health promotion” standards, we follow the hypothesis that in a world where openness and sharing are becoming central, controversial social issues could be a fruitful means.

The authors would like to contribute to improve our knowledge about this ecosystem by crossing approaches coming from the fields of education and communication as these both fields are participating in the public sphere and knowledge mediation processes. It will cover a wide range of topics such as alternative medicine, vaccinations, antibiotic resistance. Obviously, cancer and chronic diseases are a very interesting field of investigations, but all pathologies can be used to develop health education and communication issues.

The main areas of our interests are the following:

I. Education

Education systems are long-term evolving systems. Any reform needs time to become active. What are the representations and competencies of the teaching staff, future teaching staff regarding new therapeutics, contemporary medical knowledge or health models? Can new teaching processes and their evaluation provide solutions to health literacy?

What about news on “health-knowledge” mediations? What is their impact on health literacy?

II. Policies

Policymakers often launch health promotion campaigns on various topics. A lot of Non-Governmental Organizations are involved in health education as well. Are they acting contradictory? Are they collaborating? Do NGO develop an alternative way of thinking about health issues? How can we understand their positions? How

can we analyze resistances to the directive and normative discourses of all these social actors? Can new policies meet the emerging health challenges?

III. Medias and on-line communications

On-line communities and social media, as well as popular TV series, movies and on-line newspapers undoubtedly participate in the spreading of information and somehow are an essential cog in health education and knowledge mediation processes. Would they be right or wrong, fake or transformed? Do they describe adequately the social health challenges? How do they need to evolve in the roles and practices? How can we analyze and discuss social circulation of this knowledge, from the producers to the receivers and users and backwards? What could be the evolution of social actors' representations and to what extent behaviors can be impacted by these "new media"?

We try to answer these questions, but most of all, to start a discussion...

Katarzyna Potyrała