

Informed Health Choices

Translation and adaption of learning resources

Guide for piloting the Informed Health Choices (IHC) school resources

Informed Health Choices group

IHC Working paper, February 2018

Colophon

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Step by step guide

If you need to translate resources before carrying out a school pilot, see the [Guide for translating and adapting Informed Health Choices school resources](#). (In progress, not yet available)

Preparation

1. Tailor presentation materials for your study

- You will be presenting the project to many people. Prepare PPT and/or two-page presentation as needed. [See examples of project presentation](#).

2. Establish an advisory group including teachers and education administrators

- The advisory group can help identify appropriate grade level for the resources, help recruit schools, function as test persons for piloting interviews, and give feedback on the resources from a teacher/system perspective
- They can also help identify dissemination opportunities
- Consider including head teachers, local or national civil servants, and policymakers - either together with teachers or as a separate advisory group. You may also want to have an advisory group with children.
- They may also help identify key stakeholders whom you might want to interview regarding implementation considerations (see step 12).

3. With input from the advisory group, identify your target audience and how you will recruit them

- Which grade level is most appropriate (children), what type of teachers/subject matter might be most appropriate based on your curriculum, how many classes you want to include, and how you will recruit schools and teachers

4. Prepare a protocol / plan

- See Protocol template (Appendix 1)

5. Address any regulatory requirements

- See page 1, Appendix 4.

6. If using paper-based resources:

- Edit Printer specifications (Appendix 2)
- Solicit price estimates from 3 different printers
- Once you have placed an order, producing bound books can take up to one month

7. If using tablets:

- Ensure a sufficient number of tablets are available
- Install books on tablets
- (Optional: Print children’s exercise books for them to write in; print teachers’ guide if there is a need for paper version in addition to the digital one).

8. Tailor and carry out teacher training

- See Teacher training template (Appendix 3)

School pilot and data collection

9. Interaction with the pilot schools before start (head teacher and teacher)

- With the help of the teacher, invite children user test /focus group to participate
- Participant consent forms – school, teacher, children, parents (Appendix 4) – for people participating in user-testing or focus groups.
- Regarding individual consent for all students participating in the pilot, we do not think this is necessary for reasons described on page 1, Appendix 4.
- Photo consent forms (Appendix 5)
- Agree on plan for non-participatory observation and user testing during the pilot

10. Lessons begin

11. Non-participatory observation of lessons and user test interviews

- See Lesson observation form (Appendix 6)
- See Interview guide template for user-testing (Appendix 7)
- See also the [User-test package](#) for general information about this method.

12. Advisory group feedback

- You should plan to get feedback about the resources from the advisory group in some form, so that you get more input from a teacher perspective than just from the pilot teacher(s). This could be individual user tests with members of the advisory group or focus group with the larger group.
- Advisory group can also help with issues that arise during pilot.

13. Other interviews – exploring implementation considerations

- In addition to user experience feedback, you can explore potential implementation considerations of using the resources in your context.
- This involves interviewing other stakeholders using an alternative interview guide
- See framework and interview guide for exploring implementation considerations (Appendix 10)

14. Transcribe user test interviews

Data analysis

15. Enter findings from lesson observations and user test interviews into spread sheet

- See Findings spread sheet template (Appendix 8)

16. Code according to seriousness (from the user perspective)

- See Findings spread sheet template (codes explained on separate tab) (Appendix 8)

17. Brainstorm solutions about problems uncovered

- See Brainstorming instructions (Appendix 9)

18. Present findings to advisory group, teachers and children

- This is to check that the most important issues were uncovered, and that the participants agree with your assessment of the seriousness codes, since these are made on assumed effect on user experience

19. Solicit their ideas about solutions

- Using brainstorming methods or simple discussion

20. Adjust your set of findings and seriousness codes, based on their input

21. Reach consensus about a set of potential changes sorted into 3 categories

- Categories: Easy text changes, Major changes (involves changing drawing/layout), Dramatic changes (involves creating new resources from scratch)

22. Make a recommendation

- Which group of changes does your project team recommend be carried out before scaling up or conducting a large-scale trial to test the resources in your setting? Describe these in detail, including the underlying findings and judgments you made to arrive at these recommendations.
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Dissemination

23. Prepare a report

- You should plan on writing an article or preparing a report summarising the findings from your project. This will be of interest to others who might want to translate and adopt the IHC school resources and to a wider audience interested in the design of educational materials generally and specifically for teaching children to think critically about treatment claims and choices.
- Consider the target audience for your report and the key messages and select a suitable place to publish your findings based on that.
- You can publish your report as an IHC Working Paper.
- Contact us if you would like examples of reports or more information about IHC Working Papers.

24. Other dissemination activities

- Consider other ways of disseminating the resources and your findings, including
 - Contacting journalists
 - Social media
 - Teachers' organisations
 - A workshop, seminar, or launch
 - Conferences
 - Meetings with key stakeholders
- Make a dissemination plan (See Appendix 14)

IHC Key Concepts

The learning resources have been developed based on the IHC Key Concepts. Appendix 11 lists the IHC Key Concepts that the primary school resources are based on.

Appendix 12 lists the complete set of IHC Key Concepts.

Appendices ([all appendices are available here](#))

1. Protocol template
2. Printer specifications
3. Teacher training template
4. Participant consent forms – school, teacher, children, parents
5. Photo consent forms
6. Lesson observation form
7. Interview guide template for user- testing
8. Findings spread sheet template
9. Brainstorming instructions
10. Exploring other factors that could affect impact
11. IHC Key Concepts – subset used in primary school resources
12. IHC Key Concepts – complete set
13. English language IHC Primary school resources for screen or desktop printing
14. Dissemination checklist template