

LESSON PLAN CO-PRODUCTION PROJECT AND ITERATIVE COURSE IMPROVEMENT

MSc Digital Health Interventions

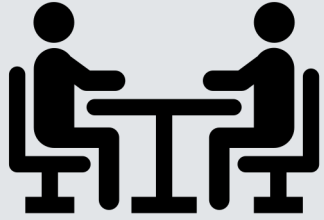
Julien le Jeune d'Allegeershecque & Professor Andrew Gumley



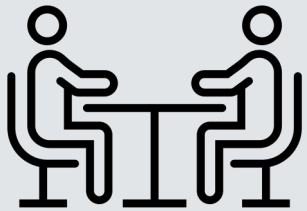
Background

Co-Production

- MSc DHI Programme started in 2020
 - 4 core courses, 3 of which were developed for the programme:
 - ❑ MED5607: Introduction to DHIs
 - ❑ MED5605: Developing DHIs
 - ❑ MED5606: Evaluating DHIs
 - Since inception, iterative approach to course development based on student feedback has been undertaken
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- Working in partnership with users of a service to develop or improve the service
 - Important concept in development of DHIs
 - Topic is the focus of teaching on Weeks 8 & 9 of MED5605



Overview of Co-Production Project



- Student feedback during first run of programme highlighted need for a more standardised approach to teaching delivery
- Dr Tara French (expert in co-production) was invited to lead a co-production project with the aim of producing a lesson plan for MSc DHI courses
- Three 90-120 minute sessions were organised:
 - Teaching staff session
 - Student session
 - Joint student & teaching staff session
- Design and running of sessions was managed by Dr French
- Two project outputs (*templates can be shared with colleagues*)
 - Lesson Plan
 - Lesson Plan Guidance



Session 1:

Staff

- 90 minutes long
- Involved MSc DHI Teaching Team (Programme Director + GTA)
- Led by Dr French
- Miro used to frame & record discussion

- Aims of the session:
 - Evaluate the existing programme format and experience
 - Identify areas of opportunity for future formats
- Activity 1 – Reflections on Programme Format:
 - What were the expectations of the programme/initial intentions around the format?
 - How does the design of the programme meet the expectations?
 - What has worked well in terms of format?
- Activity 2 – Distilling Key Principles for Lesson Planning:
 - What has worked well in terms of lesson planning?
 - What would you like to take forward to next year?
 - Critiquing lesson plan examples



Session Student

- Aims of the session:

Enabling lesson plan design:
co-producing guiding principles



In preparation for the first co-production session, we invite you to reflect on your own learning experience. Thinking of different metaphors for learning experiences, we thought we could play on the metaphor of the 'snakes and ladders' game to get us started in thinking about enablers and facilitators of learning (ladders), and obstacles and challenges (snakes).

Thinking about your experience on the MSc DHI programme, and wider learning in general, what would you capture as 'snakes and ladders'?

'Snakes' (learning obstacles and challenges)

'Ladders' (learning enablers and facilitators)

- 120 minutes long
- Involved 5 MSc DHI S
- Led by Dr French
- Activities relied on Miro to record and guide discussions

- Debrief – Dr French discussed her design of the session and how it related to the session aims

programme format and experience

for future formats

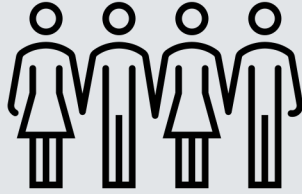
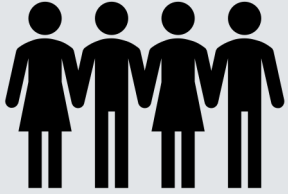
& Ladders:

learning facilitators (ladders)

programme format

opportunities to enhance the

on planning principles from



Session 3: Staff & Students

- 120 minutes long
- Involved 5 MSc DHI Students + MSc DHI Teaching Team
- Led by Dr French
- Activities relied on Miro to record and guide discussions

- Aims of the session:
 - Refine the key principles that have emerged from previous sessions
 - Co-produce lesson plan guidance
- Dr French began by sharing findings on first 2 sessions
- Activity 1 – What does an ‘ideal week of learning’ look like?
- Activity 2 – Use key learnings from previous sessions to create lesson plan guidance document

Project Outputs: Lesson Plan

- **Main** output of the project
- Plan is the same for every week of teaching on the MSc DHI core courses (i.e. same layout and types of learning activities)
- Teaching sessions & learning materials are listed
- Learning materials are hyperlinked for easy access (materials hosted on Teams)
- Plan highlights when students should engage with different teaching materials

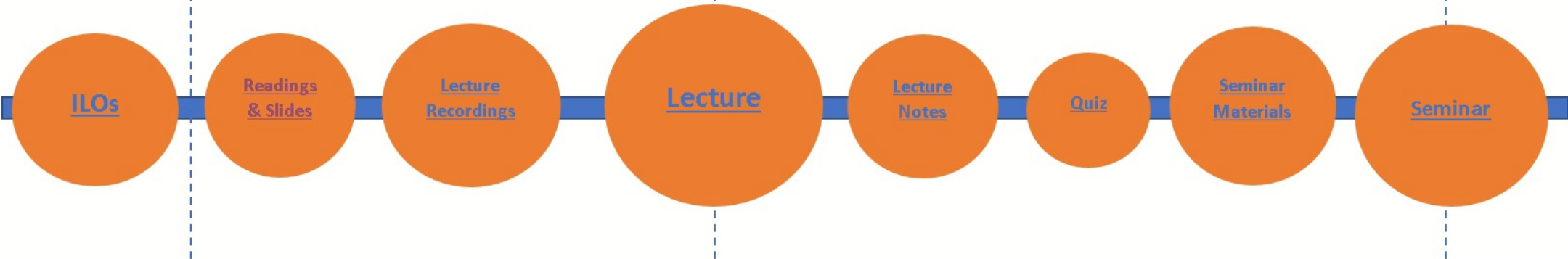
Lesson Plan: Example

MED5606 - Week 1 - Introduction

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Pre-Session Learning Materials

Post-Lecture Learning Materials



Project Outputs: Lesson Plan Guidance



MSc DHI – Lesson Plan Guidance

Background

During the first year of the course (2020-2021), students and teaching staff of the MSc in Digital Health Interventions took part in a Co-Production project in order to create 'principles' and guidance to facilitate the development of course content and the delivery of teaching sessions on the MSc.

Session Overview

Course	
Topic	
Speaker(s)	
Lecture Date & Time	

ILOs

Lesson Planning Principles

Where possible, include opportunities for interaction to promote student engagement (e.g. quiz questions).
Ensure that students can ask questions and/or encourage students to start/take part in discussions.
Link the sessions to previously covered topics on the course (this can be done by the DHI teaching team once the learning materials have been finalised).
Where possible, use practical examples to explain concepts in more concrete terms.
1-hour sessions should be divided into three topics, with 15 minutes assigned to each topic.

Lecture Breakdown

Topic #	Topic	ILOs Covered
1		
2		
3		

- Guidance includes the ILOs covered in the session, the MSc DHI 'Lesson Planning Principles', and the Lecture Breakdown
- MSc DHI 'Lesson Planning Principles':

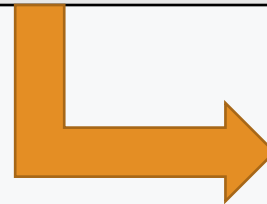
Where possible, include opportunities for interaction to promote student engagement (e.g. quiz questions).

Ensure that students can ask questions and/or encourage students to start/take part in discussions.

Link the sessions to previously covered topics on the course (this can be done by the DHI teaching team once the learning materials have been finalised).

Where possible, use practical examples to explain concepts in more concrete terms.

1-hour sessions should be divided into three topics, with 15 minutes assigned to each topic.



The 'Lecture Breakdown' highlights the 3 15-minute topic blocks to be discussed in the lecture

It was great to have the opportunity to influence the design of the course, I felt like my experience could make a difference!

Student Feedback & Evaluation

It was so helpful to see an experienced co-production facilitator 'in action' as it brought the theory from the course to life.

- Awaiting results of EVASYS for 21/22 run of MED5606
- Informal student feedback has been very positive

This is the most organised course I have experienced. I always feel I know what my objectives are and how to plan my learning.

The experience will definitely help me in future when planning coproduced projects.

It's useful to see the plan for the week's learning activities laid out so clearly, and it helped me to structure my studying accordingly

Q & A

Templates can be accessed – link will be shared in the chat!

Happy to be contacted for questions or discussion:

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