LESSON PLAN CO-PRODUCTION PROJECT AND ITERATIVE COURSE IMPROVEMENT

MSc Digital Health Interventions

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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

Co-Production

- 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
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 2:

Students:

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

Aims of the session:

- Evaluate the existing programme format and experience
- Identify areas of opportunity for future formats

Pre-session Activity: Snakes & Ladders:
- Students invited to reflect on learning facilitators (ladders) and obstacles (snakes)

Activity 1 – Reflecting on programme format

Activity 2 – Identifying future opportunities to enhance the student experience

Activity 3 – Distilling key lesson planning principles from discussions in activities 1 & 2

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

ILOs
Readings & Slides
Lecture Recordings
Lecture
Lecture Notes
Quiz
Seminar Materials
Seminar
Project Outputs: Lesson Plan Guidance

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.
Student Feedback & Evaluation

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

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

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

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

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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