Informed Health Choices

Contextualising learning resources

Guide for translating the Informed Health Choices school resources

IHC group
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Colophon

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We created this guide to support people who are planning translations of the Health Choices Book (or other IHC learning resources).

It is one of several contextualisation guides:

Guides	Description
Market analysis	This document is an analysis of Norwegian primary and secondary schools, that can be used as an a starting point for planning similar analyses in other settings. We explored: - the demand for learning resources for teaching students to think critically about health claims and choices; - where teaching these skills best fits in the curriculum, and - market conditions for introducing this into schools, including the availability of time, who the decision-makers are, and what influences their decisions.
Translating and adapting guide*	Step-wise plan for carrying out translations and/or adaptations of the Health Choices Book. Appendices include FAQ, examples of feedback collection methods and of a diffusion plan.
Resource production guide	Technical details about the different kinds of files available for creating translated resources, software considerations and other technical information, such as printer specifications. Information about where to find the files.
Piloting school resources	Protocol template that can be used for describing and planning pilots of school resources. Large appendix folder, including templates for collecting feedback and detailed user testing instructions.
Claim evaluation tool guide	Manual for preparing a test or questionnaire based on the Claim Evaluations Tools database.

* When planning a translation, you should also read the **Resource production guide**.

Contents

Step by step overview

Roles: In the following, "researcher" means the person who is project manager, and "IHC team" is the rest of his/her team. We have generally indicated who, most likely, should have primary responsibility. However, this may vary. For example, the project manager and the translator might be the same person. You may also want to involve others.

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Preparation

1. **Prepare a translation plan**
2. **Tailor presentation materials for your study**
   - You may be presenting the project to many people. Prepare PPT and/or two-page presentation as needed. See some presentation examples here.
3. **Establish a small feedback group of students and teacher(s)**
   - In the relevant grade or age group
4. **Identify a translator**
5. **Apply for ethics approval, if needed**
   - Apply to the relevant institutional review board or ethics committee, if this is necessary in your country

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Translation

6. **Prepare 1st draft of the translation** for all relevant school resource files (translator) See Resource production guide for instruction on accessing and using the translatable files.
7. **Note all words or phrases students may have problems with** (translator)
8. **Review and discuss translation** (researcher, translator)

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Feedback collection from students and teachers

(From our experience, student feedback about the language is much more important than teachers' feedback, so you may alternatively decide to only engage with students at this stage. Teacher's and student's feedback sessions could also occur simultaneously.)

9. **Recruit students** - for example, through a teacher or parents
10. **Present to students** (a brief introduction to the purpose of the book and what is expected of them, by email or face-to-face)
11. **Review translation** (students) - an example of a feedback form can be found in Appendix z
12. **Aggregate and review students' feedback** (translator, researcher)

13. **Recruit teachers** (this should, of course, be done before recruiting students, if you plan to recruit students through teachers)
14. **Present to teachers**
15. **Review translation** (teachers)
16. **Aggregate and review teachers' feedback** (translator, researcher)

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Feedback analysis, changes

17. **Identify problems and issues for discussion, based on review of feedback** (researcher, translator)
18. **Brainstorm solutions to problems** (researcher, translator, IHC team - You may also want to include students and teachers)
19. **Revise the translation, with changes based on findings** (translator)
20. **Present findings** to participating students and teachers, if they did not participate in step 18)
    - This is to check that the most important issues were uncovered, and that the participants can provide feedback on the solutions

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Finalising

21. **Consensus** on final adjustments (researcher, translator, IHC team)
22. **Optional - health professional review:** If you have added new treatment examples, you might want to have a health professional review them.

23. **Prepare final files** (See Resource production guide)
24. **Write up** final report (researcher)

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Frequently asked questions

See Appendix 1

Introduction

Informed Health Choices background

The overarching aim of this body of work is enabling people, starting with primary school children, to acquire and retain skills that may help them make informed health choices. We began this work by establishing a set of Key Concepts that people need to understand in order to be able to think critically about treatment claims and develop informed decision making skills.

In order to teach a sub-set of the Key Concepts to primary school students, we developed the original Informed Health Choices (IHC) primary school resources in a five-year research collaboration that included Ugandan school children and teachers, from 2013-2017. This project culminated in a large trial in Ugandan primary schools that demonstrated a large learning effect among 5th grade children and their teachers, and a one-year follow-up study showing that the children in particular retained what they had learned. For publications about this body of work, see: www.informedhealthchoices.org/publications/

Translation and Resource production guides

Results from pilots of the IHC primary school resources in other settings (both in Africa and Europe) give us reason to believe that teachers and children in many countries will find the IHC primary school resources acceptable and understandable, with language translation and minor adaptations, such as the inclusion of some text examples or activities that are familiar in their setting. We produced this guide is to support groups of people who want to carry out language translations and minor adaptations.

We have also produced a Resource production guide to help teams deal with the more technical aspects of working with the different sets of files that are available for translation. You should review this guide at the same time as the Translation guide, because it will inform your work flow.

Other guides for contextualising resources

We can't be sure that language translation and minor adaptation is sufficient for contextualisation to all other settings. Resources need to be piloted in classrooms in order to see how they work in a specific setting, and what, if any, further adaptation is necessary. Curricula and school decision-making also vary from setting to setting. Teams may want to carry out market analyses to understand how educational resources are acquired, how the IHC resources can

best be adapted to fit the national curricula and how they can be implemented in the educational system.

Therefore we have created two additional resources for contextualising the resources to a particular setting: a guide for conducting a school pilot, and an example of a market and stakeholder analysis (which can serve as a guide for similar studies elsewhere).

Claim evaluation tool database

Claim is a database of multiple-choice questions designed to assess learning outcomes for the individual Key Concepts. Questions from this database were used in the Ugandan trial. Questions in the Claim Evaluation Tools Database are currently available in several languages, including: Chinese, English, German, Luganda, Norwegian, and Spanish. We have created a manual for preparing a test or questionnaire based on the questions in this database.

If you want to translate or validate a set of questions from the Claim database for use in your language or setting, please contact us.

Preparation

Prepare a translation plan

What resources will be translated?

Resource	Character count	Notes
IHC Primary school resources		
Children's book (The Health Choices Book)	94,057 characters	Norweigan translator estimated that it took him approximately 70-80 hours to translate the book.
Children's exercise book		(all of the pages in the Exercise book are duplicates of selected pages from the Children's book)

Teacher's guide	107,549 characters	(simple or original/full colour)
Teacher's evaluation form		For collecting teacher's feedback after each lesson in a pilot study.
Activity cards		
Poster		
IHC Key Concepts		
Key Concepts		
Key Concepts for children		(under development)
Web site for key concepts		(under development)
CLAIM evaluation tool		
CLAIM questions		(how many, which ones?)
Other		
Feedback collection from students and teachers		See examples in Appendix 2 and 3
Presentation materials		See examples in presentation folder

Schedule

- Preparation
- Translation
- Feedback collection
- Feedback analysis and changes
- Finalising resources

Production decisions (see Resource production guide)

- Decide if you will
  - o Use PDF files for whole production, or
  - o Use PDF files for translation only, and then use Adobe Indesign files for final production and Adobe Photoshop for translating some texts that are embedded in a few of the images (Recommended)
- Decide if you will be

- o printing any or all of the resources, or
- o making them accessible as online files only

Budget

- Translator costs
- Teacher reimbursement
- OPTIONAL (recommended) : Designer/person with Indesign skills, if you choose to do the final production layout in Indesign
- OPTIONAL (recommended): Designer/illustrator to alter photoshop files where there is embedded text in images
- OPTIONAL: printing costs

Tailor presentation materials for your study

You may be presenting the project to many people. Prepare PPT and/or two-page presentation as needed. See examples of project presentation.

Establish a small feedback group of students and, if relevant, teachers

In order to produce a translation that is understandable and suitable for children in your setting. It also is important to get feedback from teachers for the *Teachers' Guide*. Based on experience up to now, it is most important to get students' feedback on the materials that they will use, so we are sure they can understand the language that is used. We frequently have found discrepancies between feedback from students and feedback from teachers.

The first step is to establish which grade level these resources are best suited for in your setting. This can be informed by consulting an advisory group (see Guide for piloting in schools), conducting a market analysis, or by identifying a few teachers who can advise you. In the Uganda study, children were in grade 5, for the most part from 10-12 years old.

Teachers who are recruited to provide feedback should have experience teaching the relevant age group. There are some indications that it is helpful if they teach science subjects, but this might depend on the curriculum in your setting. Participating children should preferably be of the same age as the established grade level. A group of three to five children is recommended.

Identify a translator

Translating this type of educational material is not as straight-forward as many other translation tasks. To avoid a crude "google-translate" outcome, the translator should preferably have some insight into the content, in addition to having a good command of English and the target language. Experience from teaching at primary school level or knowledge from other relevant educational settings would be a clear advantage. A background in science education would also be an advantage. On the other hand, translating this kind of material might be an attractive job to combine with a master's study, especially for students who are studying in a relevant field.

Apply for ethics approval, if necessary

If necessary, apply to the relevant institutional review board or ethics committee in your setting, for permissions related to the feedback phase.

Translation

For technical guidance in using the files for translation, see Resource production Guide.

Types of changes

In English-language settings, as well as in other settings, there may be several types of changes of the text that could render them more valuable for that context. For instance, spelling and vocabulary may differ from usage in your setting; glossaries with translations to relevant local languages could be added; extra claim examples could be changed to ones that are more familiar in your setting. Examples of other possible alterations include tagging content to match sections of established national curriculums, or altering schedules in the teacher's guide to better match established school scheduling.

Deciding what changes to make

We suggest that you first make a basic translation with minimal or no changes from the original English text. However, the translator and the team should keep track of places in the text where they think changes might be helpful.

Some teams have made these changes after the first round of feedback from children and teachers. Others have waited until after a full pilot study to introduce content changes.

Changing the text of these resources (within the space that is available; e.g. in a speech bubble) is relatively easy and inexpensive. Changing the drawings costs more and takes a lot of time.

These resources have been thoroughly evaluated in Uganda and shown to be effective there. For the sake of continuity, resource use and rigour, we suggest that teams adopt a principle of changing the drawings only if they have compelling reasons to do so. Many researchers and teachers have assumed that they would need to make major changes to the drawings, but found that this was not necessary, based on feedback from children or pilot testing. See Resource production guide for more information about different levels of changes.

Feedback collection from students and teachers

Feedback can be organised in different ways. One method is to conduct a focus-group type of session, where you go through a few chapters at a time with students and, if relevant, teachers together or separately. Another approach is to 1) send the documents to volunteers; 2) ask for individual written feedback, and 3) discuss modifications of the resources with them.

Teams have used different methods that can be adopted or adapted. Here are two examples:
- The Norwegian team distributed translations to a small group of students and asked for feedback. (see Appendix 2)
- The Spanish team developed an excel file for teachers' feedback (see Appendix 3)

Feedback analysis, changes

Although this step is placed after "Feedback collection", that doesn't mean all feedback needs to be collected before you begin analysis. In many cases, the most pragmatic approach would be to analysis feedback as it is collected, for instance chapter by chapter.

Finalisation

Preparing the final set of files will differ, depending on whether you are producing final files from PDF, or whether you will be using Indesign to produce a final set of files. See Resource production guide for more details about this step.

Write up final report (researcher)

You may want to submit a report as a journal article, in which case ethics approval might be necessary. Alternatively, you can publish a report on the IHC website as a Working Paper. It also is possible to first publish an IHC Working Paper and then to submit a journal article. We would like to include links to all such reports under 'Publications' on the IHC website. If you write a report that is not in English, please include an English summary.

Appendices

Appendix 1 – Translation FAQ
Appendix 2 – Translation Guide_ Feedback Childrens Norway (example)
Appendix 3 – Translation Guide_Feedback Teachers Spain (example)
Appendix 4 – Diffusion plan for the translated book Spain (example)

See Appendix folder.