

## ***”When Will They Ever Learn?”***

### ***- Didactic Conditions Specially Important for Learning in Diabetes Education -***

Academic project-report on a qualitative, exploring single-case pilot study

For the acquisition of the Master’s degree of Education in Professionals Continuing Education (MEd CPE)  
at the Pedagogic University School of Denmark, Aarhus University, Campus Copenhagen, June 2009

#### **Abstract**

***Introduction:*** Evidence of learning effects of diabetes education is questioned in many scientific publications. There are no golden standards on educational methods and problems using traditional concepts and methods of medical science to demonstrate behavioural change of diabetics after participation in diabetes education. ‘Non-learning’ with insignificant changes in biochemical data and in behaviour are frequently reported. ***Design:*** Qualitative, exploring single-case pilot study.

***Aim:*** Exploration of didactic factors of diabetes education in a hospital setting possibly accountable for this ‘non-learning’ phenomenon and tentatively to diagnose, explain or raise questions and hypotheses of this ‘non-learning’ phenomenon for further research to improve diabetes education and by this diabetic mastering outcomes, quality of life and – of treatment. Study focus: Patient-outcome from a non-medical, but health pedagogic and profession educational perspective. ***Material:*** 9 newly diagnosed (2008-2009) type-2-diabetics and 1 type-1-diabetic (dgn. 1997). ***Methods:*** Non-participative, objectivating observation of the initial phase of a 4 day-diabetes-course. Semi-structured interview at the end of the course. First experiment to use 100mm Visual Analogue Scale for global evaluation. Triangulation with documents: course curricula, evaluation reports and scientific literature. ***Results:*** Various signs pointing at significant didactic factors to explain and understand this non-learning phenomenon could be explored despite a small sample. ***Conclusion:*** The study revealed the illuminating relevance to do further research on a larger scale to improve reliability and validity of the findings with the aim to improve quality of treatment and quality of life.

# 234

#### **Keywords**

diabetes mellitus, diabetes education, diabetes schools, evidence, evaluation, scientific methods, non-learning