

Supporting materials

These figures (1-4) are intended to illustrate key points in our application for our “A pop up online resource” application.

Figure 1a demonstrates that the course was designed to keep learners engaged, by carefully organising relevant content in bite-sized chunks to allow learning to fit into a busy professional life. The pre- and post-course surveys are included in this section to show where the data were collected.

Figure 1b demonstrates the comic-style illustrations which allowed the information was also organised around 2 patient cases which were threaded through the course content, to provide continuity between weeks and topics, as well as a patient-focused approach to learning.

Figure 1c is a comment made by a learner, shown to illustrate the deeper thought processes engaged through the comic-style illustrations, and the enhanced understanding of living life with diabetes.

Figure 1d shows one of the figures used to enhance learning, with evidence of the way learners both appreciate and use the diagrams.

Figure 1e demonstrates an additional method of communication using a twitter style communication thread between hormones and the organs of the body, as well as demonstrating the obvious enjoyment of one of our learners.

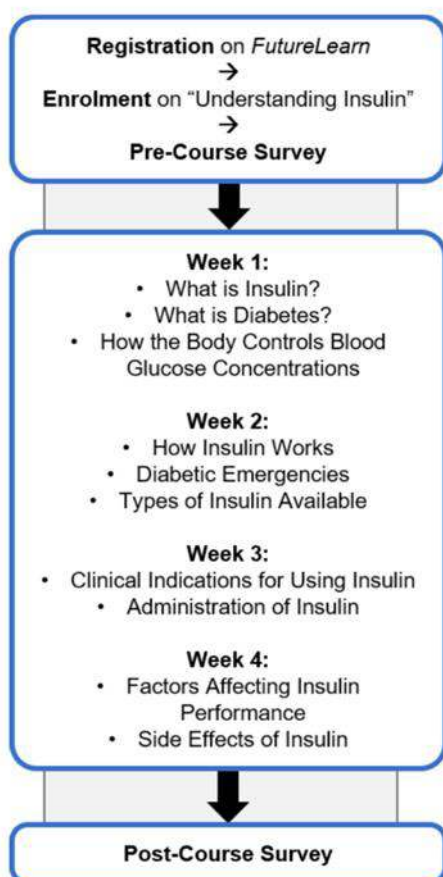


Figure 1a. Structure and content of “Understanding Insulin”



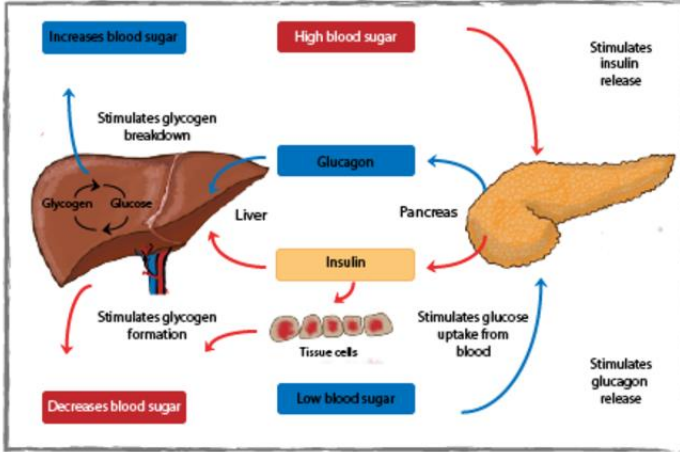
Figure 1b. Comic style illustrations of patient stories

“I guess for Seema- diet would be a major challenge, food and eating is a big part of family life for most cultures. If English isn't Seema's first language then that too could be a barrier to self care and education.” – F. Smith

Figure 1c. Learner feedback on patient stories presented in comic-style illustration

Essential knowledge

Insulin acts to increase storage of carbohydrate, fats and proteins, reducing the levels of their metabolites, such as glucose, in the blood stream. It provided an evolutionary safety net for times when food was scarce, allowing the body to store away reserves when food was plenty.



"also use of diagrams and images to elaborate different explanations plays a role in making a point easier to understand" – S.Aroni

Figure 1d. Text content supported by illustration to enhance learning (supporting dual-coding) and example learner comment

Hormone teams acting as messengers

It is useful to think about insulin and the other hormones as messengers.

Imagine if ...

- **Insulin** @iLoveinsulin has a Twitter-like account and it sends a message to its follower **the liver** @theliver ...



"I've enjoyed the simplistic way in which some of the diagrams explain things although I'm getting a bit stuck on the more complicated ones, will need to go back and review them." – L. Creighton

Figure 1e. Twitter style media design and example learner comment

Figure 2. Heat map representation of global spread of learners. The darkest colours represent the highest numbers of learners. The numbers represent the number of learners in each country. At the beginning the learners were asked to drop a pin on the online map. This was the first step in building an online community of learners, as well as allowing us to see the global reach of the course. More than 8000 learners enrolled, from 163 countries in the world.

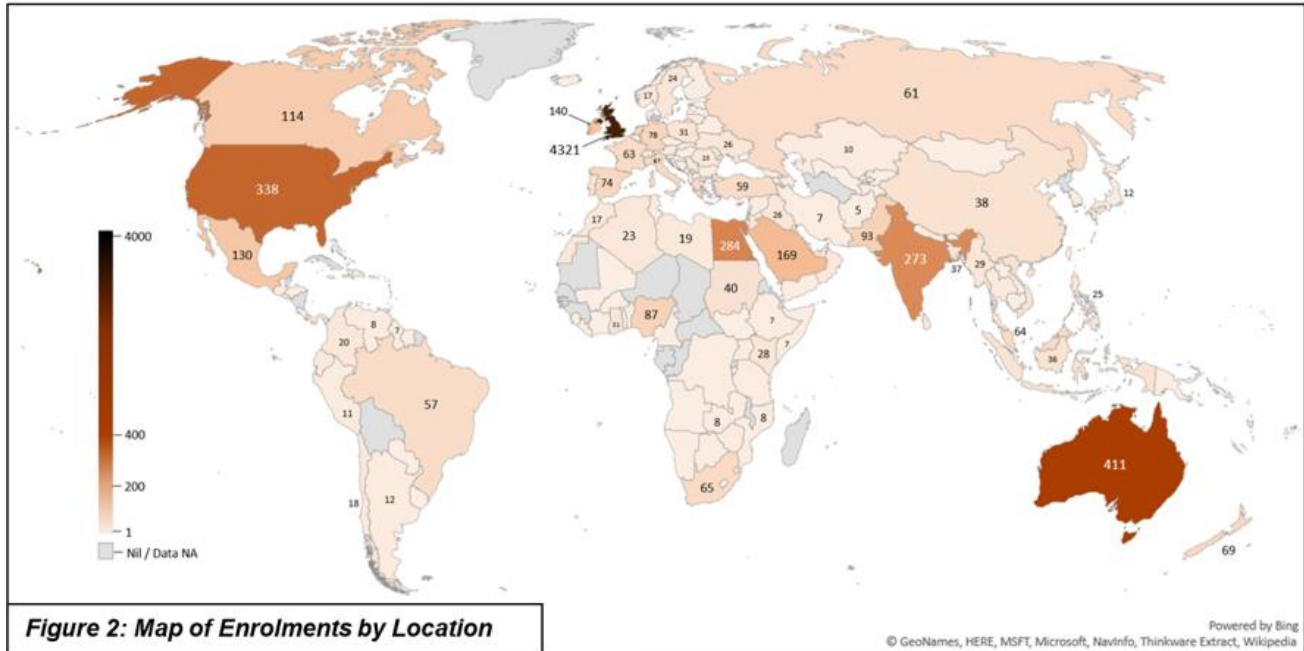


Figure 2: Map of Enrolments by Location

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Figures 3 and 4 demonstrate that learners felt that our course had a significant impact on their working lives.

Figure 3 shows that more than three quarters of respondents felt that they were confident in applying the knowledge they had gained from the course, with very few (<1%) feeling not confident at all.

Figure 4 demonstrates that approximately half of the respondents felt there was a positive impact on their work, their practice and that they had learnt new skills from the course.

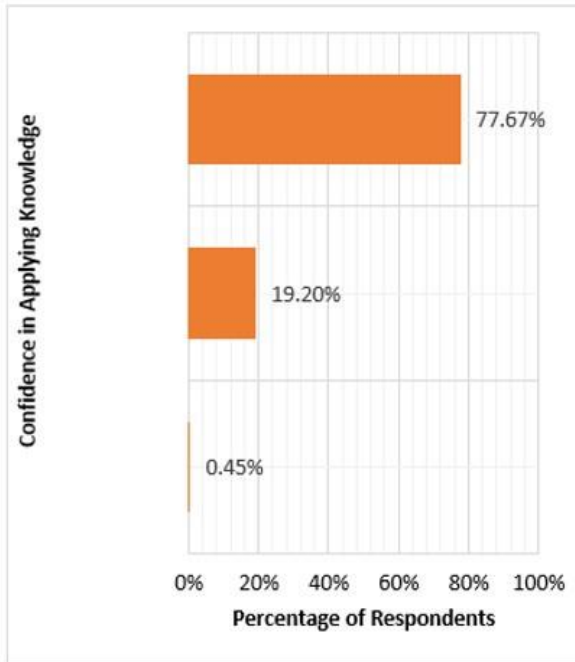


Figure 3: Confidence in applying knowledge Survey

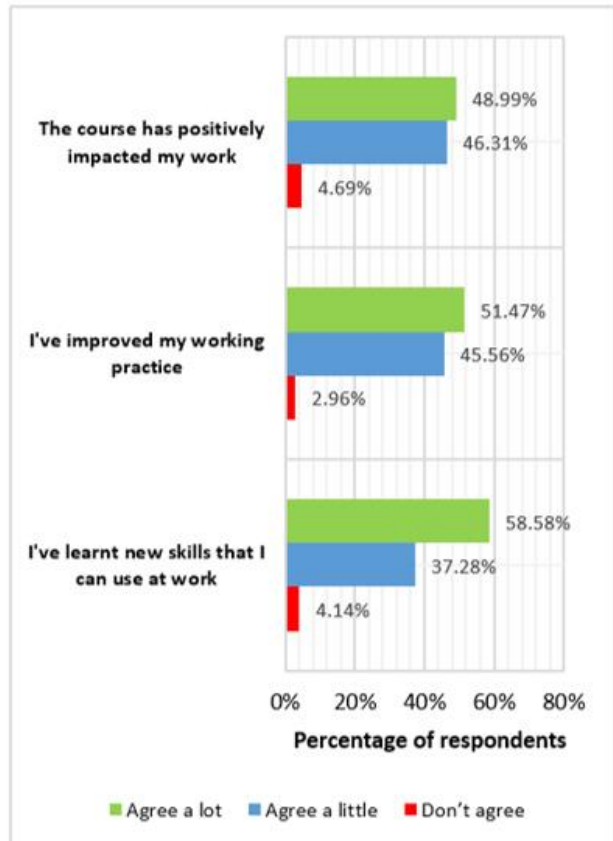


Figure 4: Post course survey: Impact of course on work/career