# Student Perceptions of Active Learning Methods in Pharmacy Management

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## Background

Active learning is a teaching method that can develop critical thinking and problem-solving skills in order to help students become self-directed, lifelong learners. The accreditation standards for pharmacy education require the use of this high level pedagogical strategy to encourage student questions and discovery. This learner-centered approach to teaching has been shown effective in some courses to increase student motivation and critical thinking. Many active learning methods are being used in pharmacy schools, but student perceptions of these methods should also be assessed and influence future use of these methods in specific courses.

## Methods

**Setting**
- Pharmacy Management, required course
- P3, spring semester
- 3 semester hours (45 classroom hours)
- Survey administered in first and last week of semester

**Population**
- 111 students
  - 90 main campus (Little Rock)
  - 21 satellite campus (Fayetteville)

**Statistical analysis**
- Descriptive statistics
- Qualitative feedback

**Question form:**
- 1 = strongly disagree to 5 = strongly agree

## Results

| Learning Method | Average Preference | p
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>TBL</td>
<td>2</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Case</td>
<td>3</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Lecture</td>
<td>4</td>
<td>&lt;0.01</td>
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Student perception of teaching methods changed after experiencing them.

## Discussion

- "Although I typically don't like informal group discussions, I really enjoyed the last couple of workshops."
- "I do enjoy the workshops. They help tie everything together."
- "TBLs toward the end of the semester were more informative to me and are therefore my favorite activity."
- "I liked the TBL sessions because it allows for us to be able to apply our knowledge before the exam."
- "Group learning is more enjoyable."
- "For this class I feel that I learn better in a group rather than a formal lecture."

## Conclusion

When making large changes to teaching methods in a course, student input should always be sought to improve future activities in the course.

## References