

Leading the
REVOLUTION

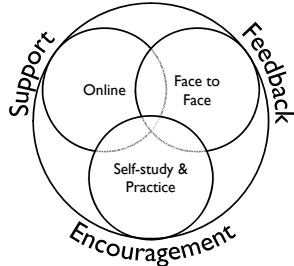
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American Association of
Colleges of Pharmacy
Disrupt • Open • Clearly Improve Health **AACP**


Making the most of online and face-to-face instruction

BLENDED LEARNING



Learning Objectives

1. Describe the blended learning environment
2. Delineate advantages and disadvantages of blending learning compared with exclusively face-to-face or online instruction
3. Give examples of how blended learning can be used in an elective course




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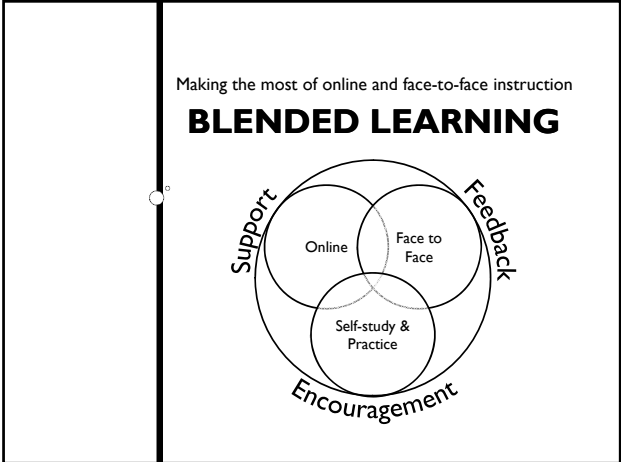
**REFLECTING ON THE
BLENDED/HYBRID
LEARNING
ENVIRONMENT**

Online Presentation | Articulate® File





Audience Response Questions



American Journal of Pharmaceutical Education 2009; 73 (3) Article 55.

SPECIAL ARTICLES

Updated Guidelines for Manuscripts Describing Instructional Design and Assessment: The IDEAS Format

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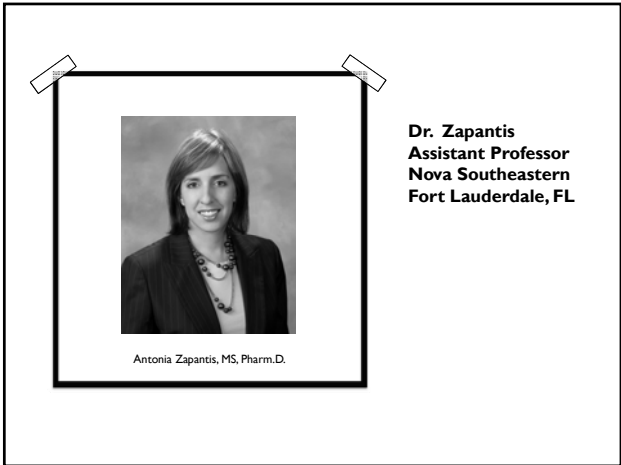
Keywords: instructional design, assessment, manuscript, scholarship of teaching and learning, IDEAS

The academic success of faculty members in higher education has been based primarily on the scholarship of research and its resultant publication. This is a rather narrow approach to faculty evaluation because other activities (practice, service, and teaching) are also required of faculty members but are not given the same emphasis in terms of faculty evaluation for promotion. In 1990, Ernest Boyer of the Carnegie Foundation published a book entitled *Scholarship Reconsidered*, which stimulated discussions among academicians regarding different categories

In 2004, a Task Force of the American Association of Colleges of Pharmacy was charged with developing guidelines for manuscripts submitted to the *Journal* in the category of Instructional Design and Assessment. The work of the Task Force was published in the *Journal* in 2004 and introduced a format for these papers (Introduction, Design, Evaluation and Assessment, and Summary) and the resulting acronym: IDEAS.¹ The creation of the IDEAS format was mainly influenced by a reported outline for curriculum development articles for the med-

Poirier T, et al. *Am J Pharm Educ* 2009;73:Article 55.

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- ## The IDEAS Format
- Introduction
 - Design
 - Evaluation
 - Assessment (with discussion)
 - Summary
- Poirier T, et al. *Am J Pharm Educ* 2009;73:Article 55.



Dr. Zapantis

ADULT ACUTE CARE MEDICINE ELECTIVE

INSTRUCTIONAL DESIGN AND ASSESSMENT

An Elective Course in Adult Acute Care Medicine Using a Hybrid Delivery System

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Submitted October 10, 2007; accepted February 13, 2008; published October 15, 2008.

Objective. To develop and assess the effectiveness of an elective course modeled after activities students encounter on internal medicine advanced pharmacy practice experiences (APPEs).

Design. This hybrid elective course used a Web-based course management system linking pre-class lectures and assignments, classroom discussions, and projects to promote active student learning.

Assessment. Assessment of student performance was based on assignments, quizzes, and participation in classroom discussions. Students were surveyed to ascertain their opinion of the elective.

Conclusion. This elective in adult acute care medicine increased student exposure to inpatient settings and provided students additional opportunities to communicate effectively, evaluate medical literature, and think critically.

Keywords: elective, acute care medicine, hybrid delivery system, advanced pharmacy practice experience

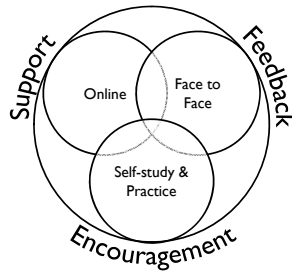
INTRODUCTION The traditional model of pharmacy education is a lack of appreciation of the workings of this environment. A lack of

REFLECTION

1. What aspects of this approach are appealing to you?
2. What concerns do you have regarding this teaching environment?
3. How can this method of instruction be applied to your curriculum?

Making the most of online and face-to-face instruction

BLENDED LEARNING



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Dr. Crouch

ADVANCED CARDIOVASCULAR PHARMACOTHERAPY ELECTIVE

INSTRUCTIONAL DESIGN AND ASSESSMENT

An Advanced Cardiovascular Pharmacotherapy Course Blending Online and Face-to-Face Instruction

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Submitted May 16, 2008; accepted July 27, 2008; published May 27, 2009.

Objective. To assess the effectiveness of online instruction in a cardiology pharmacotherapy elective.

Design. Eight drug-focused lectures and 6 introductory presentations were added to a cardiology pharmacotherapy course. Students completed an online quiz after each online drug-focused lecture and scores were compared to quizzes taken at the beginning and end of the course, as well as on a cardiology advanced pharmacy practice experience (APPE). For online introductory presentations, students completed a quiz at the beginning of the next face-to-face session. A survey was conducted at the end of the course to obtain student feedback.

Assessment. Compared to baseline scores, student learning was demonstrated after online drug-focused lectures by higher quiz scores attained immediately after completing the lecture, at the end of the course, and at the beginning of the APPE. Furthermore, students performed better on quizzes at the beginning of face-to-face sessions if they first completed an online introductory presentation. Students expressed strong support for the online components of the course.

Conclusions. A blended learning environment with online and face-to-face instruction is an effective way to teach a cardiology pharmacotherapy elective. The online component of this course was well received by students, improved student preparation before attending class, and appeared to enhance long-term cardiovascular drug knowledge.

Keywords: cardiology, pharmacotherapy, Internet

REFLECTION

1. What aspects of this approach are appealing to you?
2. What concerns do you have regarding this teaching environment?
3. How can this method of instruction be applied to your curriculum?



Questions?