ABSTRACT

Objectives: To investigate the student perceptions of active learning strategies used in a first year Doctor of Pharmacy course in order to improve student learning and promote student success.

Method: Participants of the study were recruited from 100 first year students enrolled in the first Pharmacotherapy module. The students were provided a list of nine questions as instructor provided items with the university conducted anonymous Student Evaluation of Teaching (SET) form. Data was collected from student responses to instructor provided items using the university’s scale for SET 5= Strongly Agree, 4 = Agree, 3 = neutral/undecided, 2 = disagree, 1 = strongly disagree. Participation in the study was voluntary and had no impact on their course grade.

Results: There were five different active learning strategies utilized in the course including team based learning (TBL), case study (CS), group activities with discovery question prompts (GA), prework with in class presentations (PCP) and interactive technology (IT). 90% of the students responded to each of the individual questions. 81% indicated that prework was helpful toward learning. The participants strongly agreed/agreed that the active learning strategies were effective for their learning with 64% agreement for TBL, 80% for CS, 63% for GA, 52% each for PCP and IT

Implications: Results indicate that the active learning strategies were beneficial for student learning. Student perspectives from this study indicate that active learning strategies may be helpful for student success in other professional programs. More longitudinal data will be collected.

OBJECTIVES

To investigate the student perceptions of active learning strategies used in a first year Doctor of Pharmacy course in order to improve student learning and promote student success

RESEARCH DESIGN AND METHODS

Participants of the study were recruited from 100 first year students enrolled in the first Pharmacotherapy module

Students were provided a list of nine questions as instructor provided items with the university conducted anonymous Student Evaluation of Teaching (SET) form

SET and survey questions were administered by Education Specialist who was not a faculty member teaching in the course.

Data was collected from student responses to instructor provided items using the university’s scale for SET 5 = Strongly Agree, 4 = Agree, 3 = neutral/undecided, 2 = disagree, 1 = strongly disagree.

Participation in the study was voluntary and had no impact on their course grade.

RESULTS

Comparison of Active Learning Strategies

Results indicate that the active learning strategies were beneficial for student learning

Student perspectives from this study indicate that active learning strategies will be helpful for student success in other professional programs

Majority of the students found pre-work activities beneficial to their learning

Student perspectives from this study indicate that active learning strategies may be helpful for student success in other professional programs.

We plan to collect longitudinal data to compare the student performance in the various active learning formats and explore performance with the various active learning strategies

CONCLUSION

INTRODUCTION

Pharmacy, medical and other health science educators are exploring variety of active learning strategies within their courses

Active learning promotes learners’ active engagement and participation in learning and discourages passive presence

Benefits of active learning includes student success and achievement in learning

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