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Implementation of Active Learning Components into an OTC Course

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Implementation of Active Learning Components into an OTC Course

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INTRODUCTION

When faculty is preparing for didactic class, it is important for the faculty to consider that students only retain about 10% of what they hear, while they retain up to 90% of what they say or do.¹ Active learning facilitates learning by enhancing a student's learning experience in that he/she surpasses understanding of a subject into analysis, synthesis, and evaluation of the subject.

Incorporation of active learning strategies such as minute writes and the use of i-clicker audience response system, have been shown to improve a student's performance on free-recall quizzes and comprehensive exams up to two letter grades.¹

References:

¹Zlatic, T. Re-visioning Professional Education. *American College of Clinical Pharmacy*. 2005;62-63.

OBJECTIVES

1. Describe the specific active learning components incorporated into the OTC course.
2. Discuss the outcomes of the initial and post student surveys of these active learning components.
3. Explain future plans for active learning components in the OTC course.

METHODS

Active learning tools, minute write and i-clicker audience response system, were utilized during the OTC course as an avenue to engage the students in learning process. The minute writes were incorporated as a transition between topics in the power point presentations. As well, they also assisted in identifying areas of strength and weakness of the students. The i-clicker audience response system was utilized as tool for assessing student learning by use of multiple choice questions to quiz students on topics discussed during class.

An initial and post survey regarding active learning tools were completed by the students. The goal of the initial survey was to identify active learning tools that students had been exposed to prior to the OTC course as well as assess their perspective of the value of minute write and i-clicker audience response system. The post survey assessed the students perspective of the value and their satisfaction with the minute write and i-clicker audience response system.

RESULTS

Outcomes

Active Learning Tools Prior to Pharmacy School

Think-Pair-Share (2%)
Group work (7%)
Notes Exchange (39%)
Audience Response System (40%)
Scenario/Vignette (17%)
Minute Write (17%)

Active Learning Tools in OTC Course

	Initial Survey (5-point Likert scale) (95% student completion)		Post Survey (5-point Likert scale) (71% student completion)	
	Minute Write	i-clicker Audience Response System	Minute Write	i-clicker Audience Response System
Enhance Knowledge	Strongly Disagree (0%) Somewhat Disagree (2%) Neutral (23%) Somewhat Agree (39%) Strongly Agree (34%)	Strongly Disagree (3%) Somewhat Disagree (0%) Neutral (12%) Somewhat Agree (42%) Strongly Agree (42%)	Strongly Disagree (6%) Somewhat Disagree (24%) Neutral (23%) Somewhat Agree (27%) Strongly Agree (21%)	Strongly Disagree (0%) Somewhat Disagree (1%) Neutral (10%) Somewhat Agree (39%) Strongly Agree (50%)
Increase Retention of Material	Strongly Disagree (0%) Somewhat Disagree (2%) Neutral (16%) Somewhat Agree (34%) Strongly Agree (47%)	Strongly Disagree (3%) Somewhat Disagree (0%) Neutral (9%) Somewhat agree (28%) Strongly Agree (58%)	Strongly Disagree (4%) Somewhat Disagree (21%) Neutral (21%) Somewhat Agree (30%) Strongly Agree (24%)	Strongly Disagree (3%) Somewhat Disagree (3%) Neutral (7%) Somewhat Agree (36%) Strongly Agree (51%)
Reinforce Didactic Material	Strongly Disagree (0%) Somewhat Disagree (2%) Neutral (17%) Somewhat Agree (39%) Strongly Agree (41%)	Strongly Disagree (3%) Somewhat Disagree (0%) Neutral (11%) Somewhat Agree (35%) Strongly Agree (49%)	Strongly Disagree (4%) Somewhat Disagree (20%) Neutral (25%) Somewhat Agree (30%) Strongly Agree (21%)	Strongly Disagree (1%) Somewhat Disagree (4%) Neutral (6%) Somewhat Agree (36%) Strongly Agree (53%)
Satisfaction with the Active Learning Tools in OTC Course			Very Dissatisfied (8%) Dissatisfied (30%) Neutral (28%) Satisfied (15%) Very Satisfied (20%)	Very Dissatisfied (0%) Dissatisfied (1%) Neutral (9%) Satisfied (43%) Very Satisfied (47%)

CONCLUSIONS

The shift of students agreeing with the value of the minute write active learning tool with regards to enhancing knowledge, increasing retention of material and reinforcing didactic material with the initial survey to disagreeing with the value of the minute write in these areas listed above with the post survey has lead to the decision to of minimizing the use of the minute write tool in the OTC course during spring term 2013.

It is worth noting that the overall student satisfaction with the minute write tool was either neutral or positive. With the value of the i-clicker audience response system remaining positive with the initial and post survey, the i-clicker response system will continue to utilized at a high level in the OTC course.

Both the minute write and i-clicker audience response system active learning tools are valuable active learning tools.

