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Student Perception of the Impact of Audience Response Software in a Team-Based Learning Self-Care Course

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TBL was implemented in the required self-care course (PP2120) Introduction to Pharmaceutical Care: Non-prescription drugs at St. Louis College of Pharmacy, and an audience response system was implemented in Fall 2015.

The weekly course schedule was as follows:

- The course administrator entered all case questions into the ARS prior to the class period.
- Students would prepare responses to cases during the team-based portion of the class. The students would then input their answers into the ARS system.
- The students could then see how each group answered the question in real-time.
- Faculty could also see the variety of responses input by the students and identify teaching points based on student input.
- This TBL approach using the ARS schedule was repeated weekly throughout the semester.
- At the conclusion of the course, a web-based survey was administered to students.

Of the 29 students who successfully completed the course, 23 (79%) completed the survey. Student response to the audience response technology was generally favorable.

### Participant Characteristics

**Gender**

- Male: 10 (42)
- Female: 14 (58)

**Ethnic Background**

- White: 17 (71)
- Hispanic: 1 (4)
- Asian/Pacific Islander: 6 (25)

**Terminal Degree**

- Pharm.D.: 23 (96)
- Other: 1 (4)

**Post-Degree**

- Residence: On Campus 2 (8)

**Academic Status**

- Full-Time: 23 (96)
- Part-Time: 1 (4)

### Results

<table>
<thead>
<tr>
<th>Participant Reponses (n = 24)</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
<th>% Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I felt more actively involved in the case response portions of class due to Poll Everywhere</td>
<td>11</td>
<td>10</td>
<td>87.5%</td>
</tr>
<tr>
<td>I spent more time actively involved in the student point of view due to Poll Everywhere</td>
<td>7</td>
<td>13</td>
<td>73.0%</td>
</tr>
<tr>
<td>I had my learning enhanced in the case response portion of class due Poll Everywhere</td>
<td>6</td>
<td>11</td>
<td>70.8%</td>
</tr>
<tr>
<td>I learned more important in the student point of view due to Poll Everywhere</td>
<td>11</td>
<td>8</td>
<td>70.2%</td>
</tr>
<tr>
<td>Technology (e.g., Poll Everywhere) makes me feel more connected to what going on in the class/lecture</td>
<td>6</td>
<td>11</td>
<td>70.8%</td>
</tr>
<tr>
<td>I thought Poll Everywhere made me feel connected to me teammates</td>
<td>9</td>
<td>7</td>
<td>66.7%</td>
</tr>
<tr>
<td>The faculty seemed to understand how to properly use Poll Everywhere software</td>
<td>12</td>
<td>8</td>
<td>81.3%</td>
</tr>
<tr>
<td>The ability to respond to the poll's using a device other than your laptop computer was valuable</td>
<td>2</td>
<td>14</td>
<td>66.7%</td>
</tr>
<tr>
<td>Poll Everywhere results made it easier to understand the entire classes' response to case questions</td>
<td>3</td>
<td>14</td>
<td>91.7%</td>
</tr>
</tbody>
</table>

**Technology/Academic Performance Relationship**

- Academic Performance (%)
  - Classroom layout/technological components: 70
  - Ease of login to Poll: 80
  - Overall technology: 90

**Implications**

- ARS data can be used to help implement TBL in pharmacy school curricula.
- Further research can be performed to link student adoption of technology to performance in courses that implement ARS.
- Further research can also review faculty perceptions of ARS within TBL courses.

### References