7-25-2016

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

Clark Kebodeaux
University of Kentucky, clark.kebodeaux@uky.edu

Leslie Woodyard
St. Louis College of Pharmacy

Golden Peters
St. Louis College of Pharmacy

Patrick Finnegan
St. Louis College of Pharmacy

Right click to open a feedback form in a new tab to let us know how this document benefits you.

Follow this and additional works at: https://uknowledge.uky.edu/pps_present
Part of the Pharmacy and Pharmaceutical Sciences Commons

Repository Citation
Kebodeaux, Clark; Woodyard, Leslie; Peters, Golden; and Finnegan, Patrick, "Student Perception of the Impact of Audience Response Software in a Team-Based Learning Self-Care Course" (2016). Pharmacy Practice and Science Presentations. 2.
https://uknowledge.uky.edu/pps_present/2

This Presentation is brought to you for free and open access by the Pharmacy Practice and Science at UKnowledge. It has been accepted for inclusion in Pharmacy Practice and Science Presentations by an authorized administrator of UKnowledge. For more information, please contact UKnowledge@lsv.uky.edu.
TBL was implemented in the required self-care course (PPI232) Introduction to Pharmaceutical Care. Non-attendance policies 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.

### Participant Characteristics

<table>
<thead>
<tr>
<th>Gender</th>
<th>All Respondents (n=24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10 (42)</td>
</tr>
<tr>
<td>Female</td>
<td>14 (58)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1 (4)</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>6 (25)</td>
</tr>
</tbody>
</table>

### Academic Status

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

### Results

#### Participant Responses (n = 24)

<table>
<thead>
<tr>
<th></th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
<th>% Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next year I plan to use the participation features of the ARS</td>
<td>11</td>
<td>10</td>
<td>87.5%</td>
</tr>
<tr>
<td>The ARS system allowed me to help students understand the material</td>
<td>7</td>
<td>11</td>
<td>70.8%</td>
</tr>
<tr>
<td>The ARS system helped me learn the material</td>
<td>6</td>
<td>11</td>
<td>70.8%</td>
</tr>
<tr>
<td>The ARS system allowed me to be more confident in my answers to the questions</td>
<td>11</td>
<td>8</td>
<td>70.2%</td>
</tr>
<tr>
<td>The ARS system allowed me to be more confident in my answers to the questions</td>
<td>6</td>
<td>11</td>
<td>70.8%</td>
</tr>
<tr>
<td>The ARS system allowed me to be more confident in my answers to the questions</td>
<td>12</td>
<td>8</td>
<td>81.3%</td>
</tr>
<tr>
<td>The ARS system allowed me to improve my understanding of the material</td>
<td>2</td>
<td>14</td>
<td>66.7%</td>
</tr>
<tr>
<td>The ARS system allowed me to improve my understanding of the material</td>
<td>3</td>
<td>14</td>
<td>91.7%</td>
</tr>
</tbody>
</table>

### Discussion

- This is the first study to measure the impact of ARS with TBL implementation on self-care courses.
- Understanding student perceptions of an ARS within a TBL course is vital.
- Study results are consistent with previous research showing increased student involvement, participation, and enhanced learning.
- Academic performance is positively correlated with both early adopters and enthusiasts of technology and both were statistically significant.
- Limitations of this study include:
  - Small sample size
  - Limited external validity
  - The self-care course is team taught. Different faculty teaching team cases from week to week. However, the course coordinators (both investigators) attended each class session to ensure consistency of implementation.

### 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

- Clark Kebodeaux, Pharm.D., BCACP; Jamie L. Woodyard, Pharm.D., BCACP; Golden L. Peters, Pharm.D., BCPS; Patrick Finnegan, Pharm.D., BCPS