Effectiveness of a "semi-flipped" class in the teaching of pharmacology and its prerequisites

Ricardo A. Peña Silva¹, Daniel Santamaría Rodríguez², Angelica Avalu Azcarate³, Leidy Chaparro Moreno⁴, Laura Sierra Penuela⁵, Sandra Jaramillo Rincon⁶, Silvia Gomez Montero⁷.

¹School of Medicine, ²Center for Innovation and Technology in Education (Conecta-TE), Universidad de los Andes, Bogotá, Colombia, ³Clinica de Marly, Bogotá, Colombia, ⁴Hospital Italiano de Buenos Aires, Buenos Aires, Argentina

Introduction

Pharmacology is one of the biomedical sciences covered in Medical School whose learning generates more difficulties for students.

Difficulties are explained by the high number of drugs to be reviewed, the complexity of the mechanisms of action and the prerequisites (i.e. anatomy, physiology, biochemistry) that must be mastered by students.

It is common that during class sessions students refer not knowing, or remembering some concepts and the prerequisites (i.e. anatomy, physiology, pharmacology) to allow self-articulate them with objectives of the course. We also know, or remembering some concepts and the prerequisites (i.e. anatomy, physiology, pharmacology) to allow self-articulate them with objectives of the course. We also know, or remembering some concepts and the prerequisites, the complexity of the mechanisms of action for students.

Our innovation proposed to clarify the prerequisites and the prerequisites (i.e. anatomy, physiology, pharmacology) to allow self-articulate them with objectives of the course. We also know, or remembering some concepts and the prerequisites (i.e. anatomy, physiology, pharmacology) to allow self-articulate them with objectives of the course. We also know, or remembering some concepts and the prerequisites, the complexity of the mechanisms of action for students.

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Results

Figure 1. Overall experience. Different elements of the innovation were evaluated and are shown in the left columns. In summary, students appear to enjoy the innovation. Green results show items that students rated favorably. Red items show elements that could be improved.

Figure 2. Improvement in quiz scores (Quiz #1 neurofarmacology). Knowledge about prerequisites was evaluated before each session. Student knowledge increases after the study of the suggested materials (Top panel). Most students benefit of the innovation (Bottom panels).

Figure 3. Perceptions of students about the innovation. Students rated favorably the sequence of activities (left). Students consider that individual work and lectures were more useful in their learning process (middle). Student have problems with their time management (right).

Figure 4. Perceptions about the flexibility in learning provided by the innovation. Although students benefited from the innovation, the course apparently does not provide enough flexibility to allow the student to choose between different ways of learning the concepts.

Table

<table>
<thead>
<tr>
<th>Categories/Subcategories</th>
<th>Learning Environment</th>
<th>Instruction and Guidelines</th>
<th>Methodological Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Load</td>
<td>0%</td>
<td>20%</td>
<td>40%</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>16%</td>
<td>66%</td>
<td>80%</td>
</tr>
<tr>
<td>Motivation</td>
<td>31%</td>
<td>26%</td>
<td>0%</td>
</tr>
<tr>
<td>Work and lectures</td>
<td>44%</td>
<td>72%</td>
<td>89%</td>
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<tr>
<td>Time during lectures</td>
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<tr>
<td>Adaptive Learning</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
</tr>
</tbody>
</table>

Conclusions

Conceptual prerequisites should be evident in a biomedical sciences courses and resources to master these concepts are valuable study aids for learners.

Strategies that promote better time management and work organization skills could be a valuable additions to educational innovation that seek self regulated learning.

Flexibility in allocation of resources, scenarios and time for activities could enhance even further the engagement of students in flipped classrooms and courses that are based in active learning.

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