Background
UBC Entry-to-Practice PharmD students attend mandatory orientation sessions in advance of their practicums and these sessions were traditionally delivered via lecture-driven instruction.

Based on feedback and direct observation, students were widely disengaged, and felt that the sessions did not appropriately prepare them for their practicums.

Objectives
This project seeks to transform our current pedagogical approach to improve student engagement, accessibility, and practicum preparedness through the following objectives:

- Create eleven stop-motion animation videos by Vyond, featuring an animated pedagogical agent (APA) called Dr. Tablet
- Disseminate videos as an open-educational resource on the OEE Student Toolbox for Practicums website
- Evaluate student impact through surveys and focus groups

Methods
Data were collected via pre- and post-surveys and two video-recorded focus groups. A thematic analysis with an inductive approach was used to analyze the focus group transcripts.

Outputs
Students accessed the videos in the following ways:

- All eleven videos were available online via Canvas and the OEE Student Toolbox for Practicums website
- Students watched selected videos in advance of the orientation sessions as an asynchronous activity
- Selected videos were played during the orientation sessions

Results
For the pre- and post-surveys, students rated their level of agreement on a 6-point Likert scale. Overall, students rated the videos favourably.

<table>
<thead>
<tr>
<th>Statement</th>
<th>N (%) S/A</th>
<th>A</th>
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<tbody>
<tr>
<td>The information was presented in a way that was clear and easy to understand</td>
<td>32 (35.6%)</td>
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<tr>
<td>The information was presented in a way that was engaging</td>
<td>10 (11.1%)</td>
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<td>The length of the orientation lecture was appropriate</td>
<td>22 (24.4%)</td>
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<tr>
<td>The practicum orientation lectures appropriately prepared me for my practicums</td>
<td>22 (24.4%)</td>
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The follow themes were identified from the focus groups (N = 5):

- Use of an APA enhanced student engagement
- Videos combined with lecture-driven instruction were preferred
- Short videos of 3-9 minutes were favourable
- Videos were accessible
- Topics were relatable and deemed appropriate

Conclusion
Students found the video content to be concise, relevant and accessible. Using an APA to complement lecture-driven instruction can be an effective teaching strategy to prepare students for practicums, especially with the rise of online learning.

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References