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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 via Vyond, featuring an **animated pedagogical agent (APA)**¹ 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

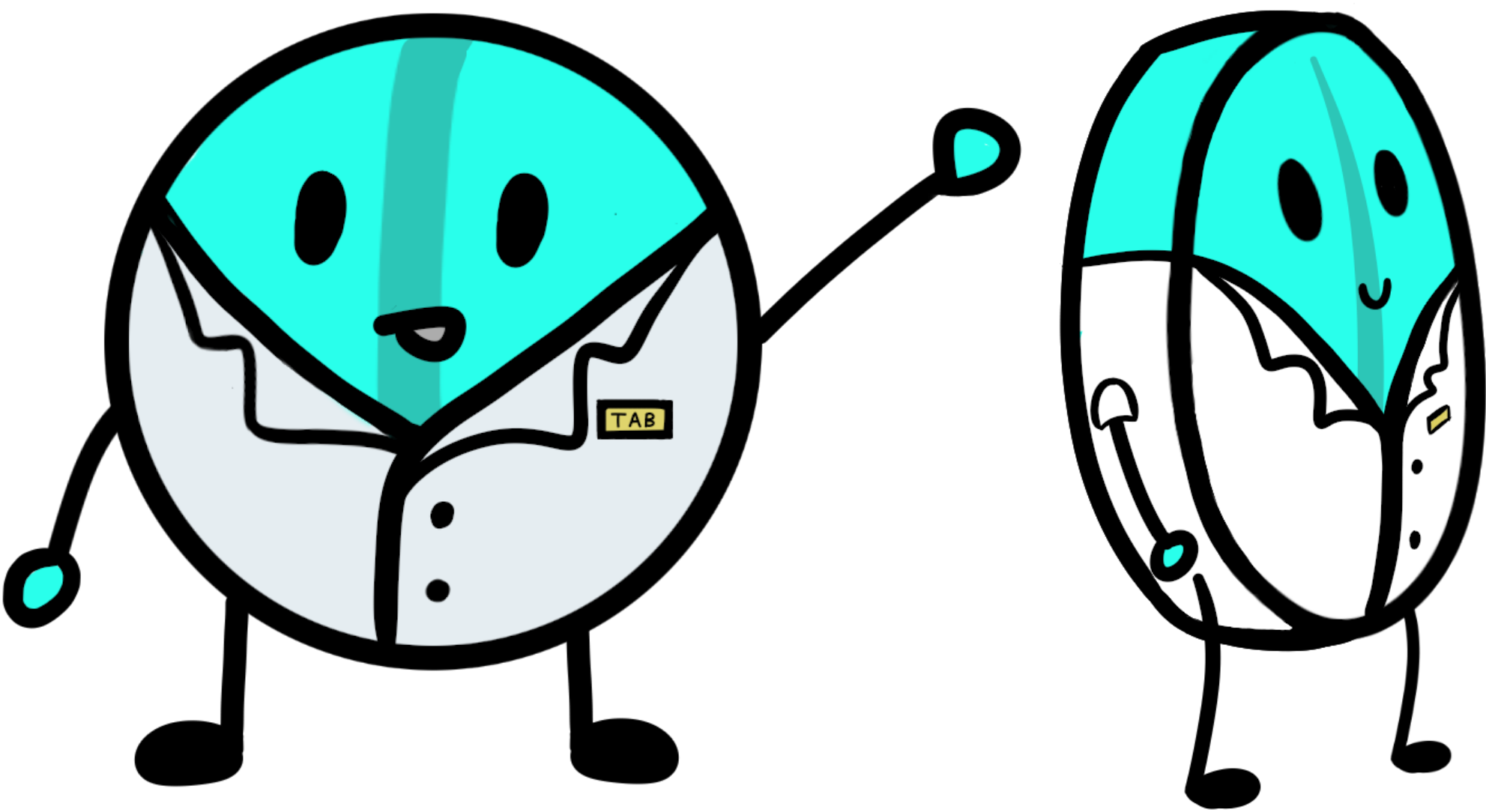
Students accessed the videos in the following ways:

- 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

Video Topics

List of all eleven videos produced

#	Video Title
1	Introduction to Experiential Education
2	Placement Process
3	Academic Concession
4	Professionalism - Part 1
5	Professionalism - Part 2
6	Professionalism – Part 3
7	Tips for Practicum
8	Working with Displeased Patients
9	Assessment Process
10	Health and Wellness
11	Health Promotion



Dr. Tablet (front and side view) takes the form of a round blue pill dressed in a whitecoat, representing a pharmacist

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.

Pre-Survey (N = 90)

Survey *before* implementation of videos (i.e. orientation sessions only). SA = Strongly Agree; A = Agree

Statement	N (% SA/A)
The information was presented in a way that was clear and easy to understand	32 (35.6%)
The information was presented in a way that was engaging	10 (11.1%)
The length of the orientation lecture was appropriate	10 (11.1%)
The practicum orientation lectures appropriately prepared me for my practicums	22 (24.4%)

Post-Survey (N = 41)

Survey *after* implementation of videos.

Statement	N (% SA/A)
The information was presented in a way that was clear and easy to understand	40 (97.5%)
The information was presented in a way that was engaging	40 (97.5%)
The length of the video was appropriate	41 (100%)
I have an improved understanding of the expectations of experiential education	36 (87.8%)
I have an increased awareness of the resources to support my experiential learning	33 (80.5%)
I feel more prepared for practicum(s)	32 (78.0%)

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



Dr. Tablet as a pharmacy student

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.

Acknowledgement

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1. Mayer, R. E., & DaPra, C.S. (2012). An embodiment effect in computer-based learning with animated pedagogical agents. *Journal of Experimental Psychology: Applied*, 18(3), 239-252. <https://doi.org/10.1037/a0028616>