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Hybrid Learning in the PharmD Program (HIPP)

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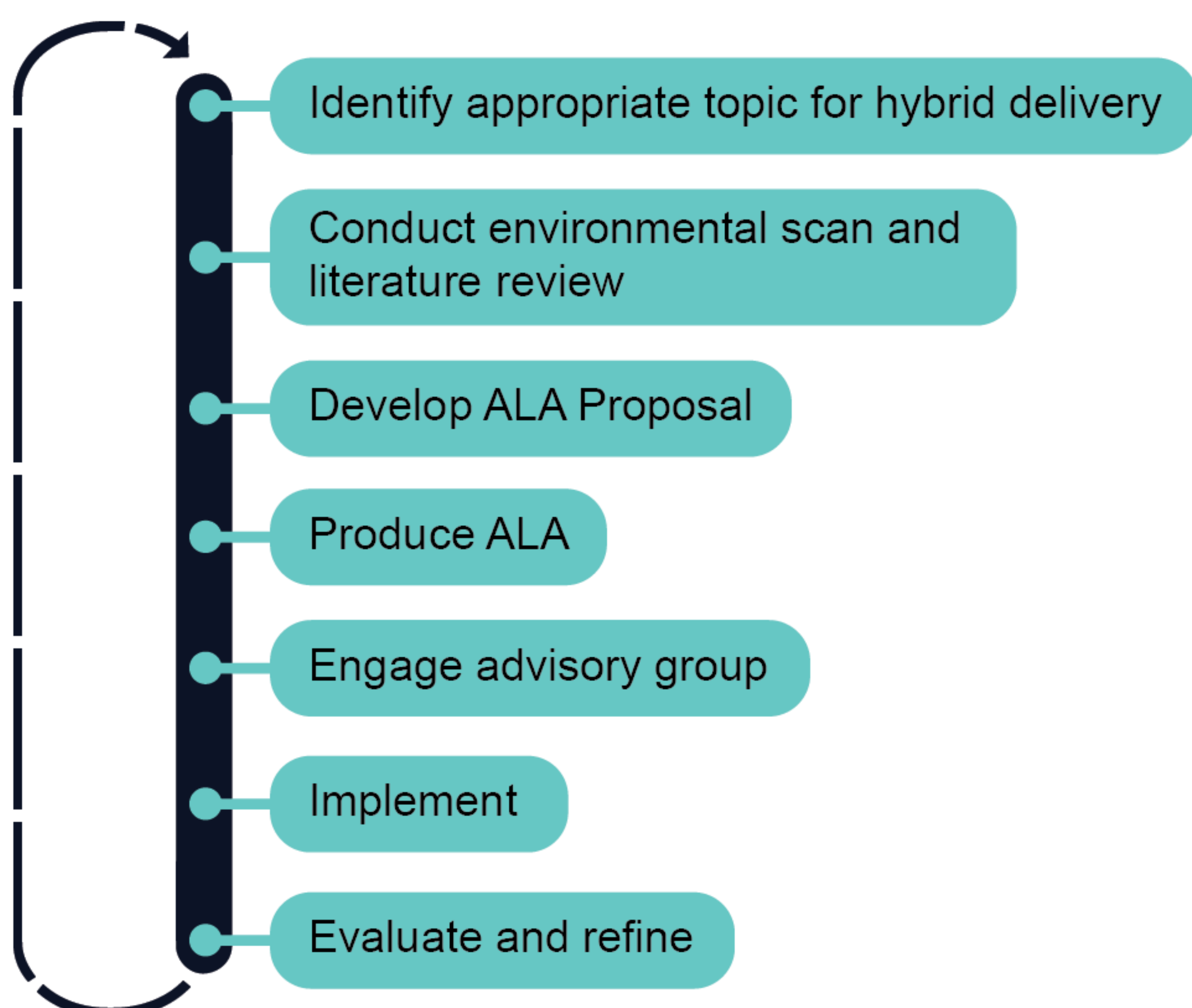
Introduction

An evaluation of online modalities used during the pandemic yielded important guiding principles related to hybrid delivery in the Entry-to-Practice PharmD curriculum. The goal of the HIPP project is to integrate intentionally and flexibly designed hybrid content to support learner autonomy and flexibility.

In year 1 of HIPP, the project team has:
- Refined a change management informed approach for this project that centers:
  - Universal Design for Learning (UDL) principles and equity, diversity and inclusion (EDI)
  - Student collaboration
  - Faculty and staff expertise
- Created templates and processes for planning, production and evaluation of hybrid content
- Developed, piloted and evaluated three hybrid sessions which includes asynchronous learning activities (ALAs) to complement synchronous session
- Initiated planning and development of HIPP-Y2 ALAs
- Identified sustainability-related priorities

ALA Development

Identify appropriate topic for hybrid delivery

Conduct environmental scan and literature review

Develop ALA Proposal

Produce ALA

Engage advisory group

Implement

Evaluate and refine

Examples from ALA

The ALAs have been built within Articulate Rise and are available within the Canvas Learning Management system. Features of ALAs include:

Introductory materials: Welcome video from instructor, navigation instructions, learning objectives and downloadable pdf hand-out
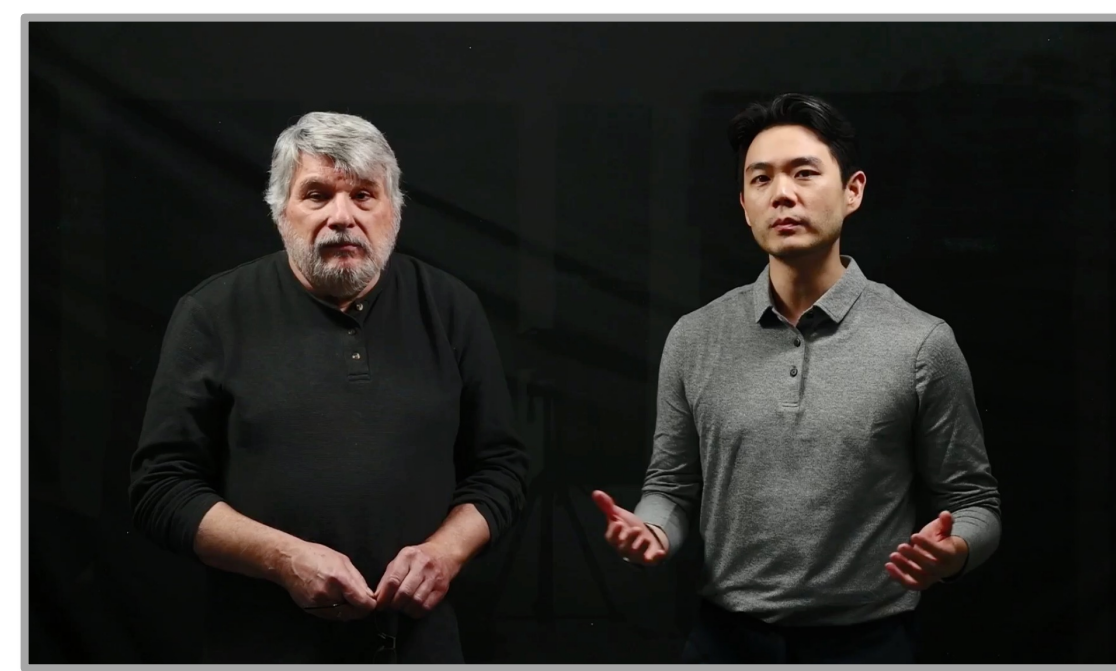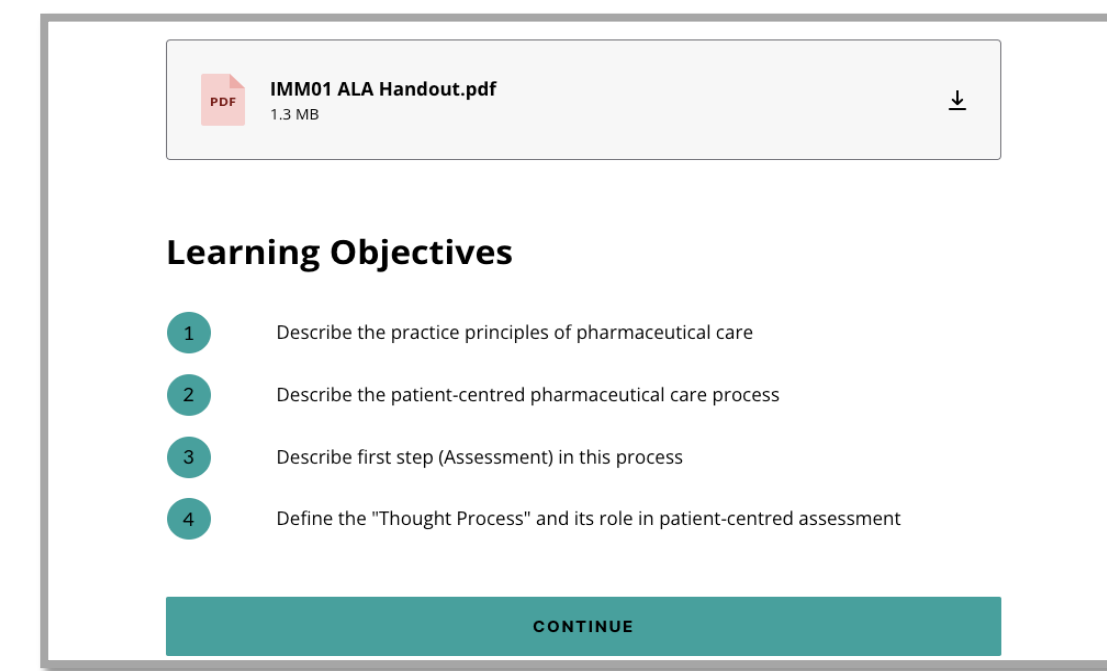

Fig. 1 Welcome video by instructors

Fig. 2 Hand-out and Learning Objectives

Navigation: Content divided into topics that are aligned with learning objectives to support student engagement
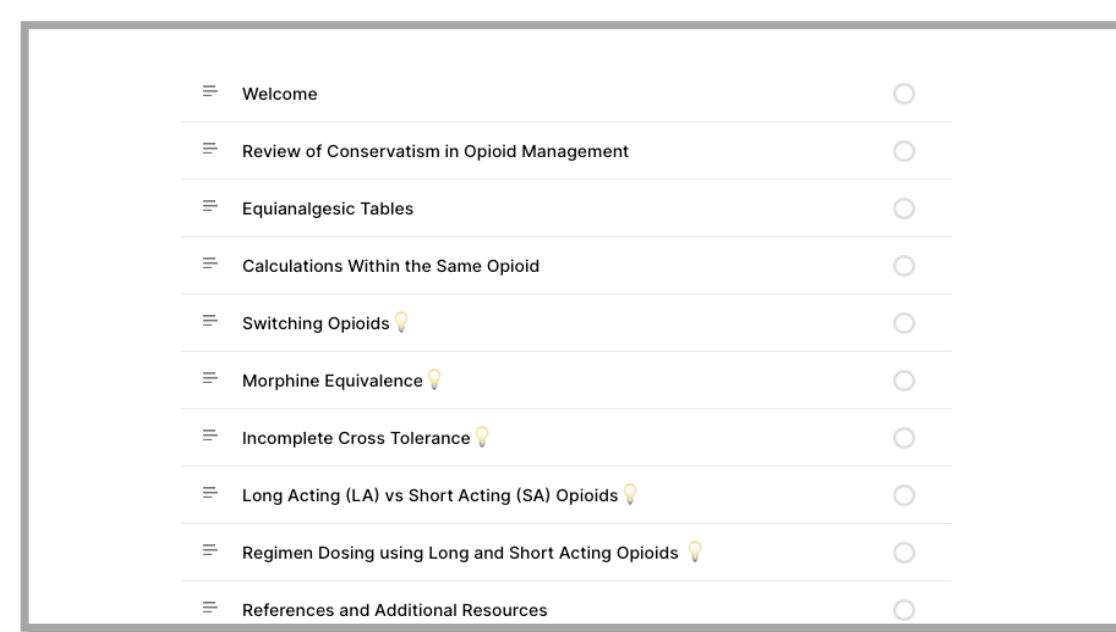

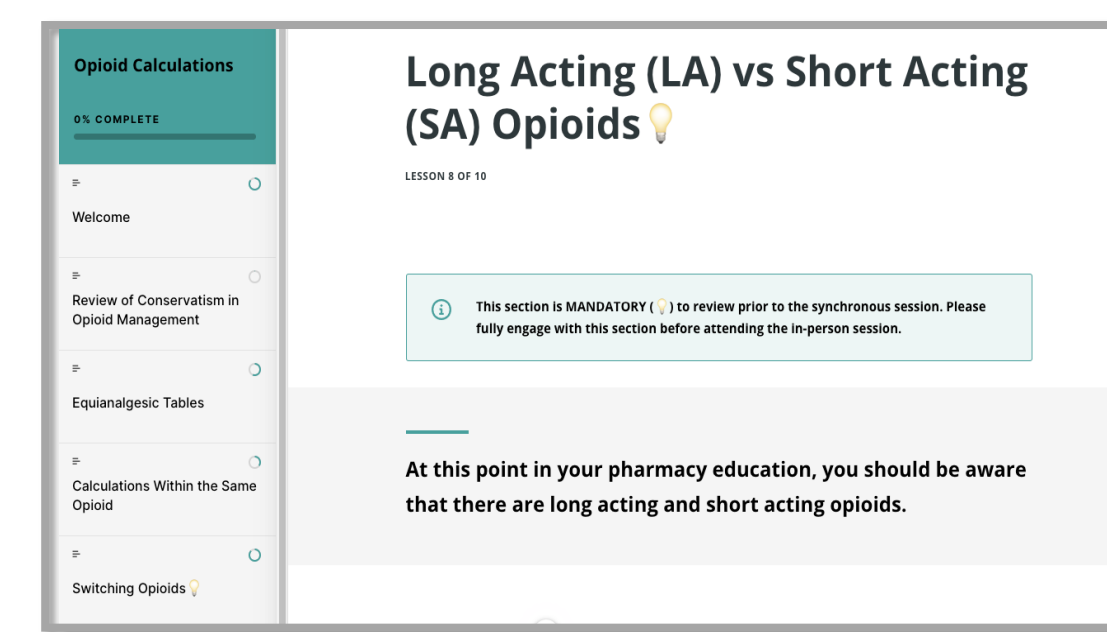Fig. 3 ALA index page with progress tracker

Fig. 4 Navigation bar allows quick access to previous sections

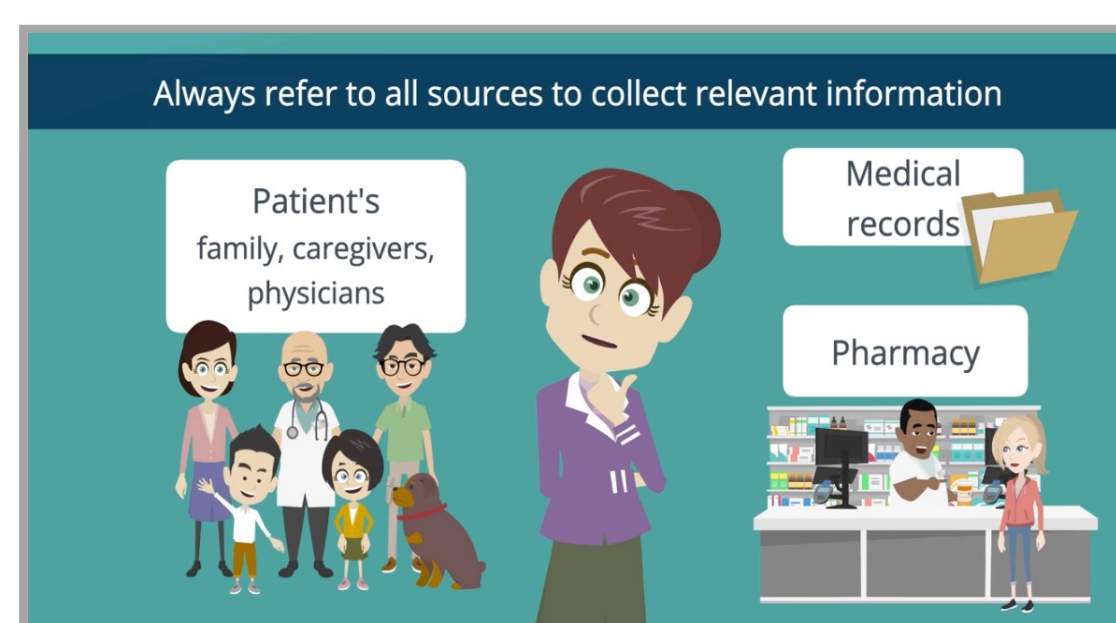**Interactive Learning:** Interactive activities, video, audio and text for dynamic learning experience

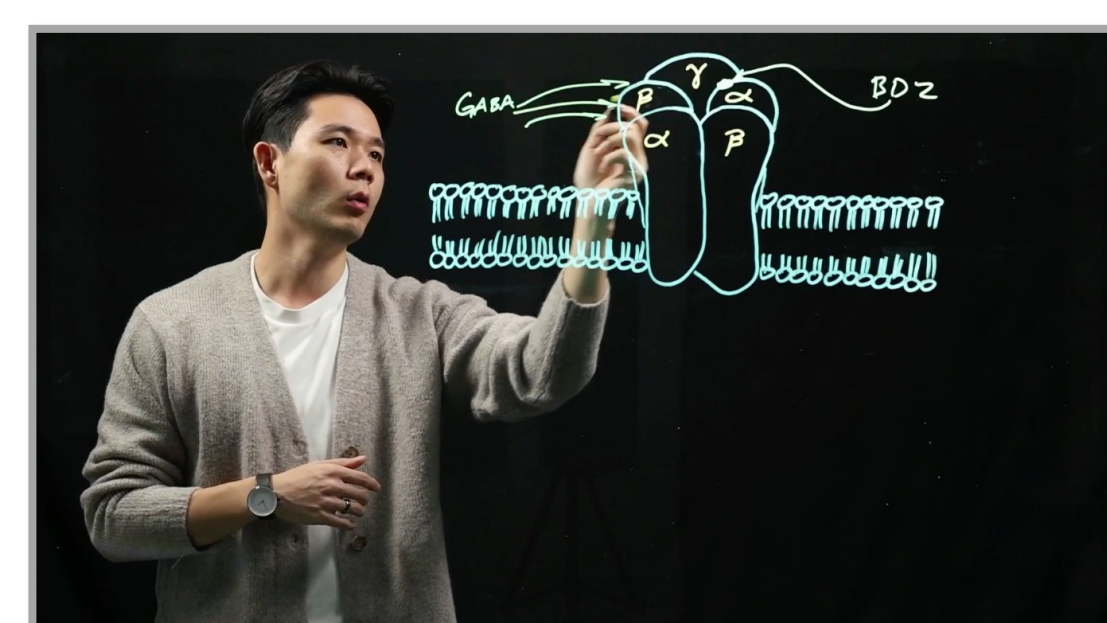Fig. 5 Animated video created with Vyond

Fig. 6 Lightboard video created with Camtasia

Self-Assessment: Knowledge check questions and explanations to assess progress towards learning objectives
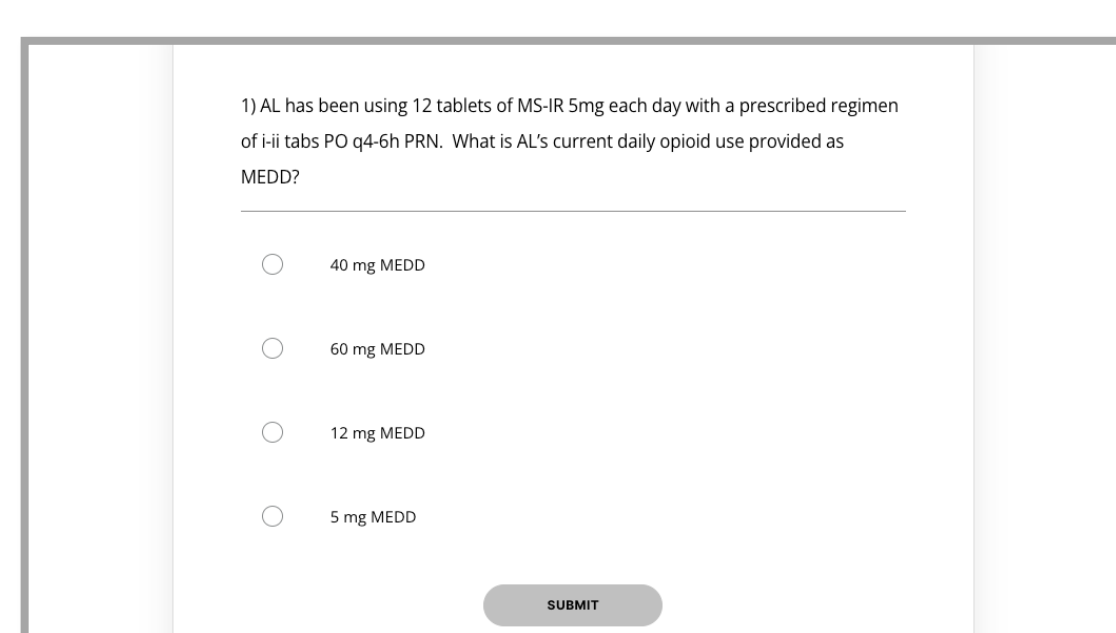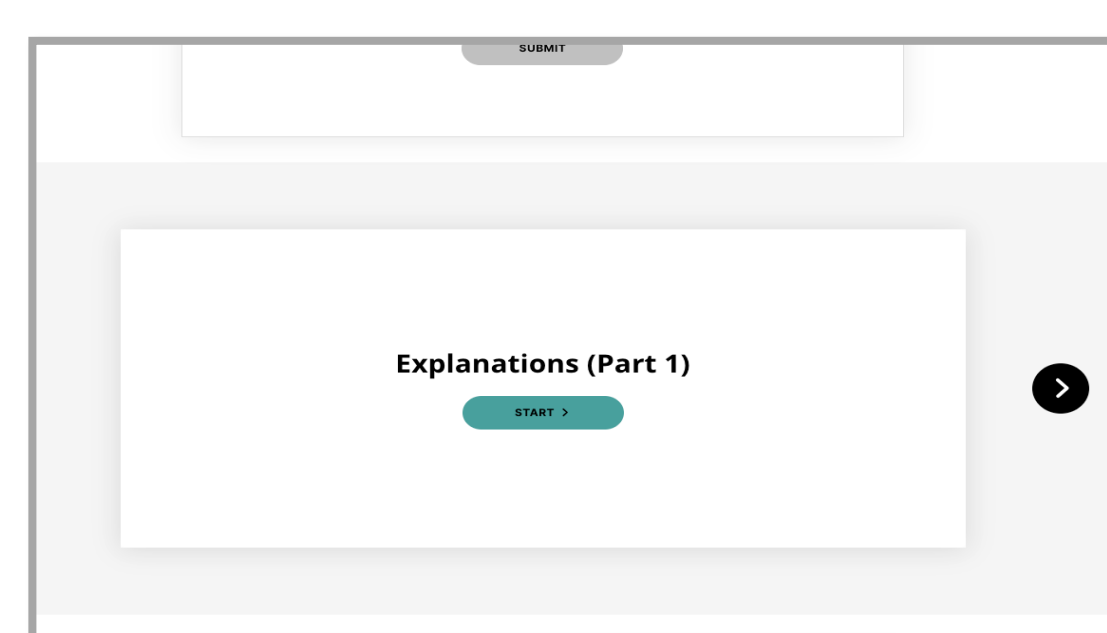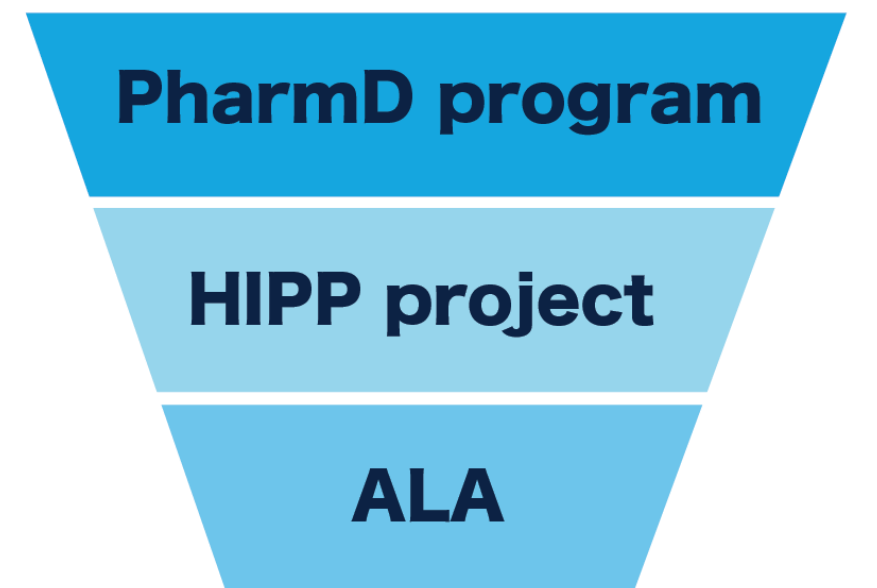

Fig. 7 Knowledge check questions

Fig. 8 Explanations provided after the questions

Evaluation

An evidence-based approach was used to develop the evaluation questions for each ALA. We conduct the following activities and consider the different levels of decision making:

PharmD program
HIPP project
ALA

- Develop and pilot data collection tools
- Collect data
  - Administrative data (e.g. usage, old vs new activity types)
  - Focus groups and interviews (faculty, staff and students)
  - Surveys (students)
- Analyze data
- Report and make recommendations for all involved

Early Findings

Overall, the Pharmaceutical Care ALA was well received by students (97% rated it good, very good, or excellent; 93% agreed that the ALA prepared them well for the synchronous session)

Student feedback highlighted the following positive themes:

Autonomy/Independence: enabled completion according to personal schedules

Flexibility: enabled progression at own pace

Balance: Complemented and enhanced synchronous experience

Student suggestions for improvement that we plan to work on:

Knowledge check questions: Add complex questions that progress to the difficulty level of synch sessions

Redundancy: Reduce repetition between asynchronous/synchronous sessions

Faculty members appreciated developing the ALAs:

Time: ALAs took longer to create than expected

Team: Communication and support from the educational technology and learning design team and the student staff were essential and much appreciated in developing ALAs

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UBC's Faculty of Pharmaceutical Sciences is situated on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.