

Student perception on the implementation of an end-of-the-day quiz and its impact on student learning and class attendance in a three-year accelerated doctorate program of Pharmacy.

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BACKGROUND

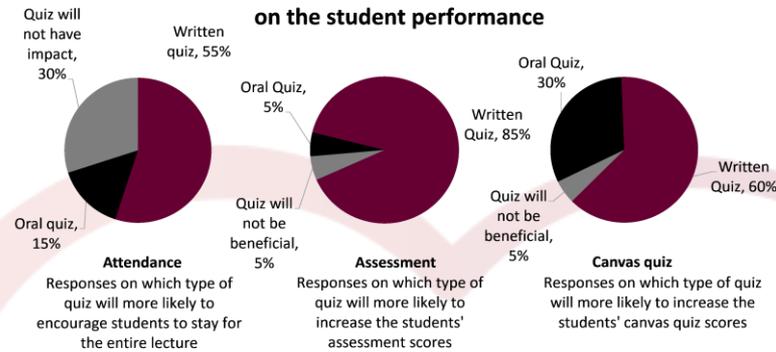
- The accelerated doctor of pharmacy program at Roseman University utilizes a block system in which there is a next-day morning Canvas quiz for students to test their knowledge on material previously taught.
- The daily Canvas quizzes are embedded into the learning to better prepare the students to achieve the 90% passing standard at Roseman.
- Many P1 students attributed their early academic struggles and difficulties when transitioning into more science-oriented courses. A trend of higher reassessments and summer remediations was observed at the beginning of the year.

PURPOSE

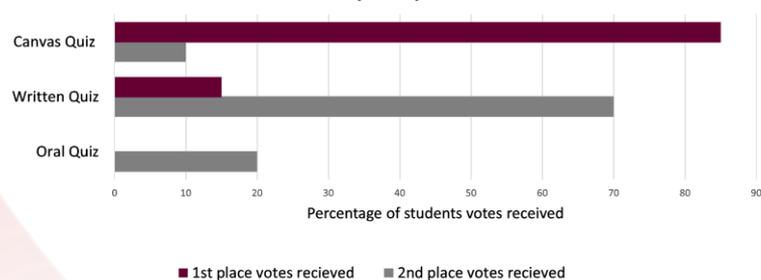
- The goal of this study is to observe a possible relationship between an additional end-of-the-day quiz and student performance (measured via student attendance, canvas quiz performance, and assessment performance).
- Quizzing is known to help improve learning and encourages students to participate, thus more likely to increase attendance as well¹. It has been shown that students are likely to value formative assessments².
- Thus, by implementing the additional end-of-the-day quiz, both student attendance and student learning may be impacted.

PRELIMINARY RESULTS

Student perception on which type of end-of-the-day quizzes will have more positive impact on the student performance



Student perception: ranking from most to least helpful in preparation for an assessment (N=20)



REFERENCES

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METHODS

- This study will be conducted during the first professional year of pharmacy school in a basic science block. The class will be notified regarding the additional end-of-the-day quiz.
- Student perception will be measured by administering an IRB-approved survey after assessment and reassessment for that block. Survey questions will include five-point Likert scales³.
- The survey questions will be handed out in paper format rather than electronically⁴.
- The attendance will be compared in days where there was an end-of-the-day quiz or no quiz.
- The average morning quiz scores will be compared to assess knowledge retention.

PRELIMINARY RESULTS

- A focus group of twenty students was created to establish the pertinence of the study and to streamline the survey questions.
- Results are based on their responses during discussions.
- Based on the response of the focus group we anticipate a difference in the morning vs. afternoon attendance and improved performance in morning quizzes as well as assessments.

FUTURE WORK

- We would like to implement the additional end-of-the-day quiz in two formats such as oral and written to see if there is a distinct format that is more effective in improving student attendance and ultimately, their academic retention on assessments.