



UPPSALA
UNIVERSITET

**WHAT DO WE KNOW
ABOUT OUR
STUDENTS
AND HOW CAN WE USE
THAT KNOWLEDGE?**





Pharmacy programmes in Sweden

- Bachelor of science programme in pharmacy - 3 years
- Master of science programme in pharmacy - 5 years
- Both have licence to work in a pharmacy
- Bachelors and masters live, study and learn in different ways



Why a survey?

- To learn more about your students, how they think, act and behave
- To use that knowledge in planning courses and teaching





Questionnaire

- Questions about age, children, coming to lectures, travelling, using literature, working, knowledge in languages, taking part in non – compulsory parts and more.





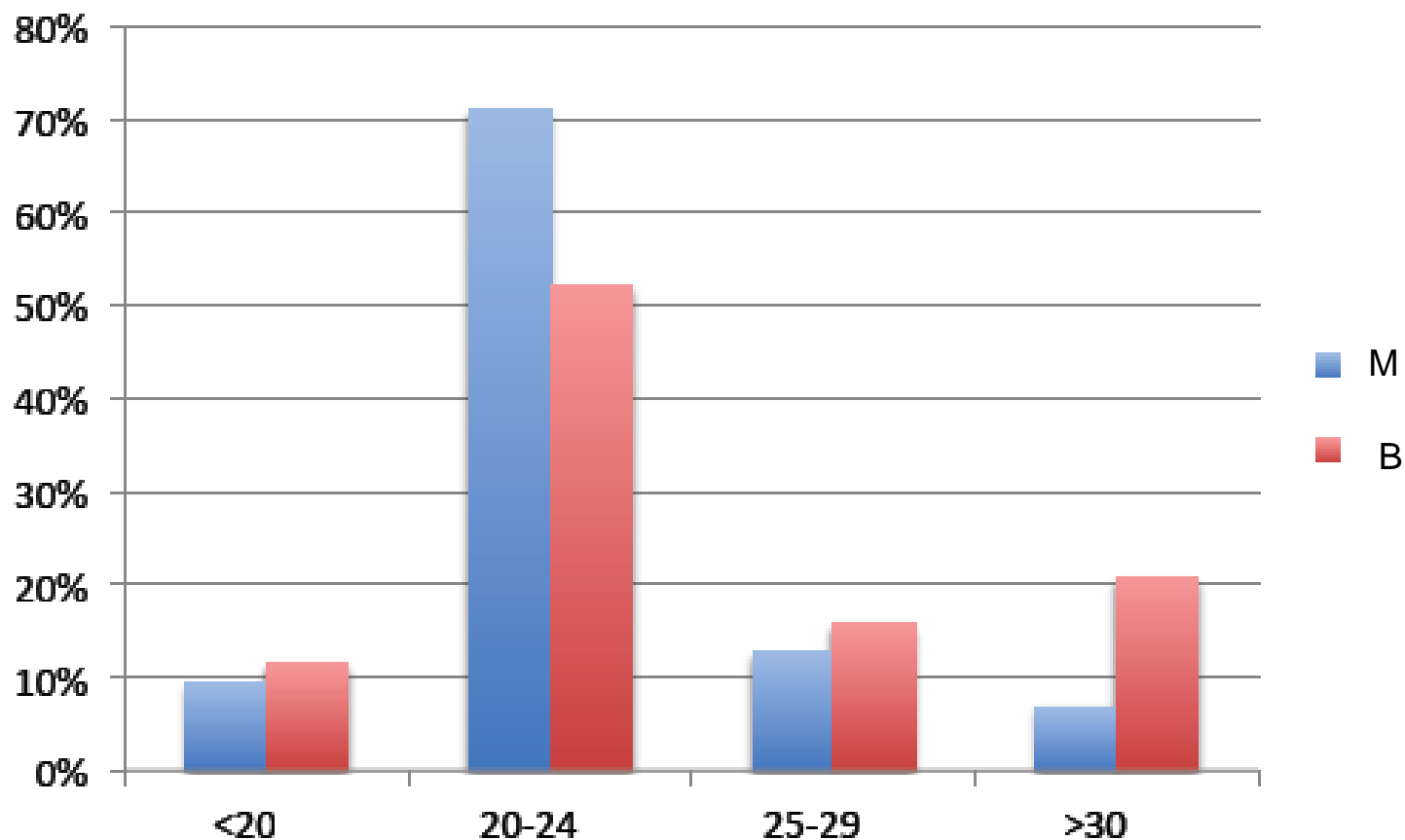
HOW

- Mentimeter buttons – an electrical device for measuring opinions and attitudes
- Computer programme
- Results as graphs
- Immediately feedback
- 425 Masters
- 140 Bachelors



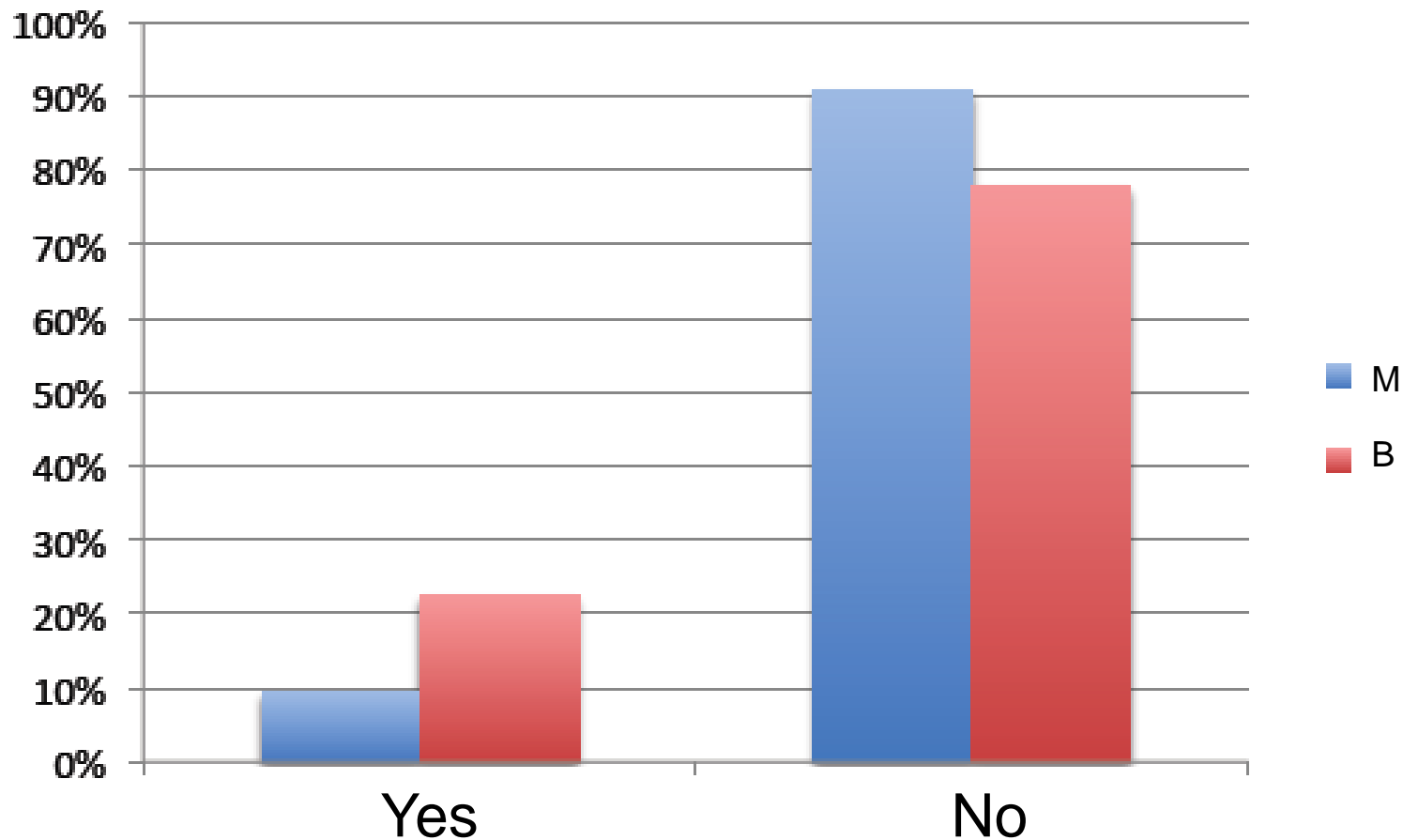


Age



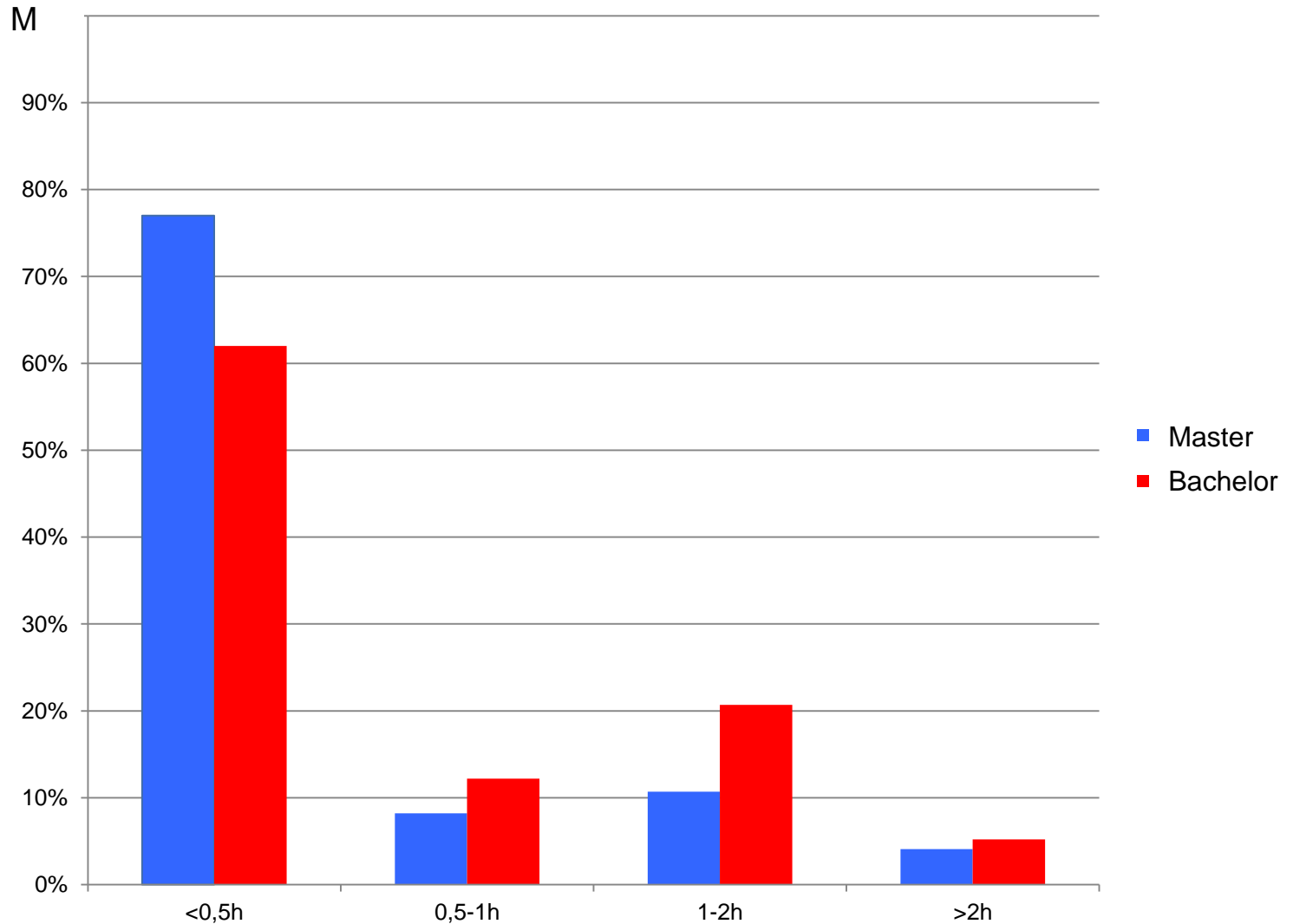


Children at home less than 10 years



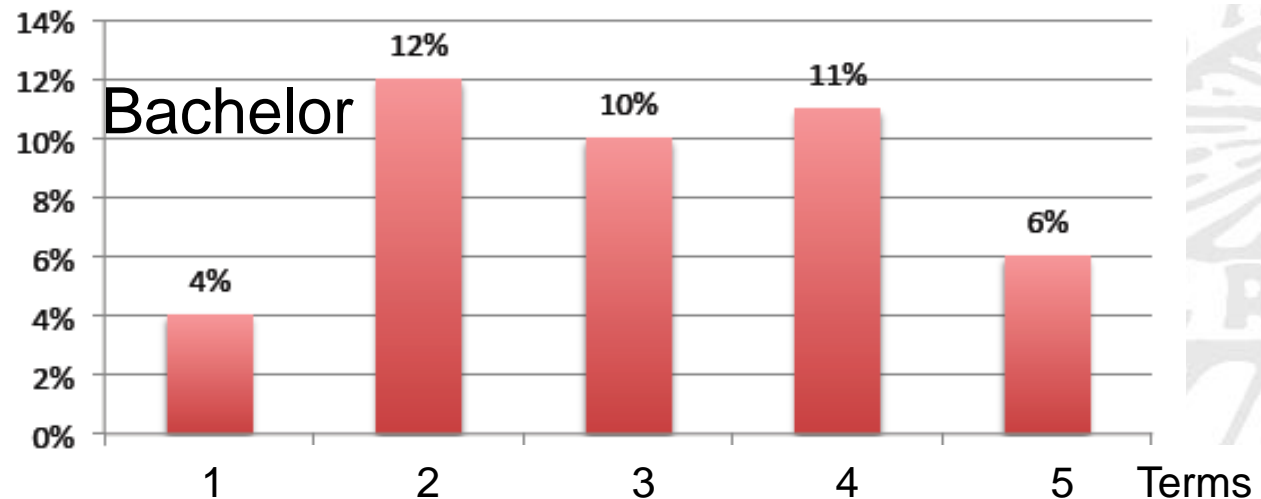
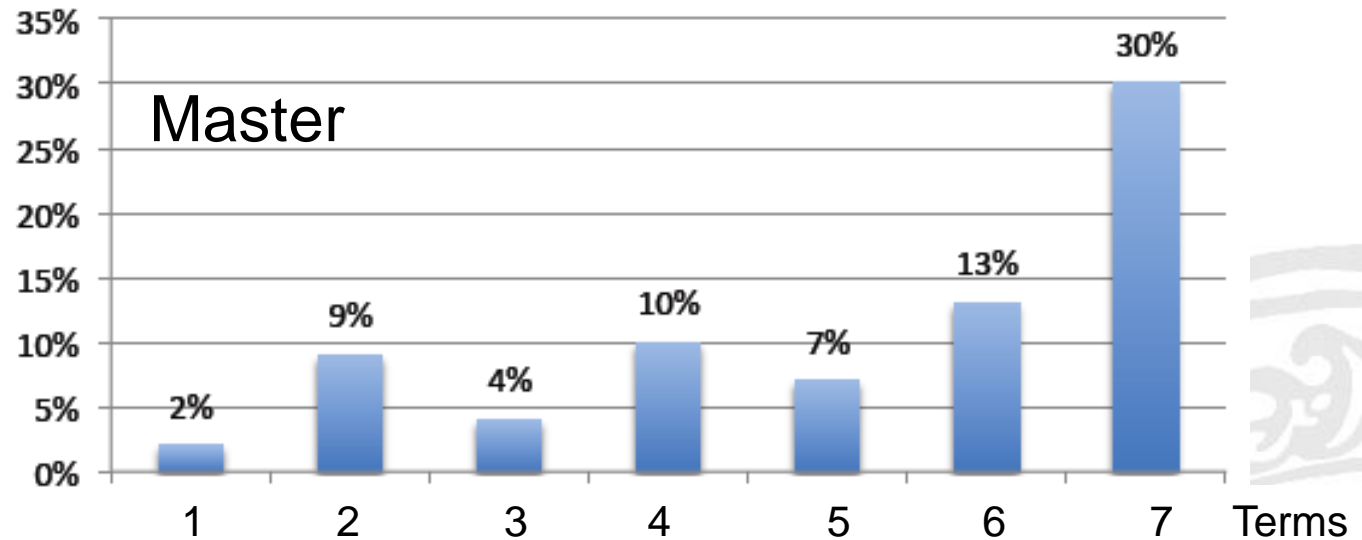


For how long time do you have to travel to the faculty?



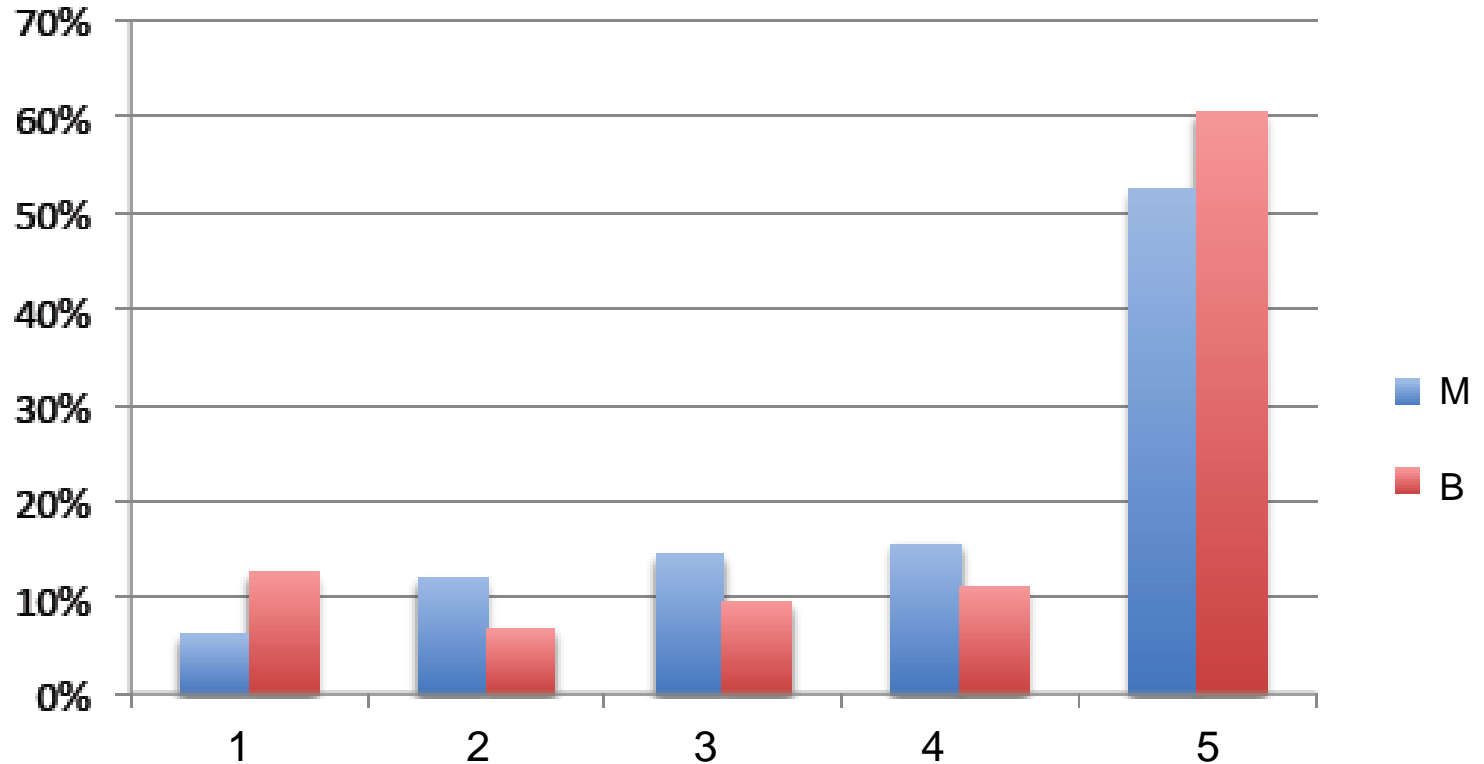


Study more than 30 credits per term





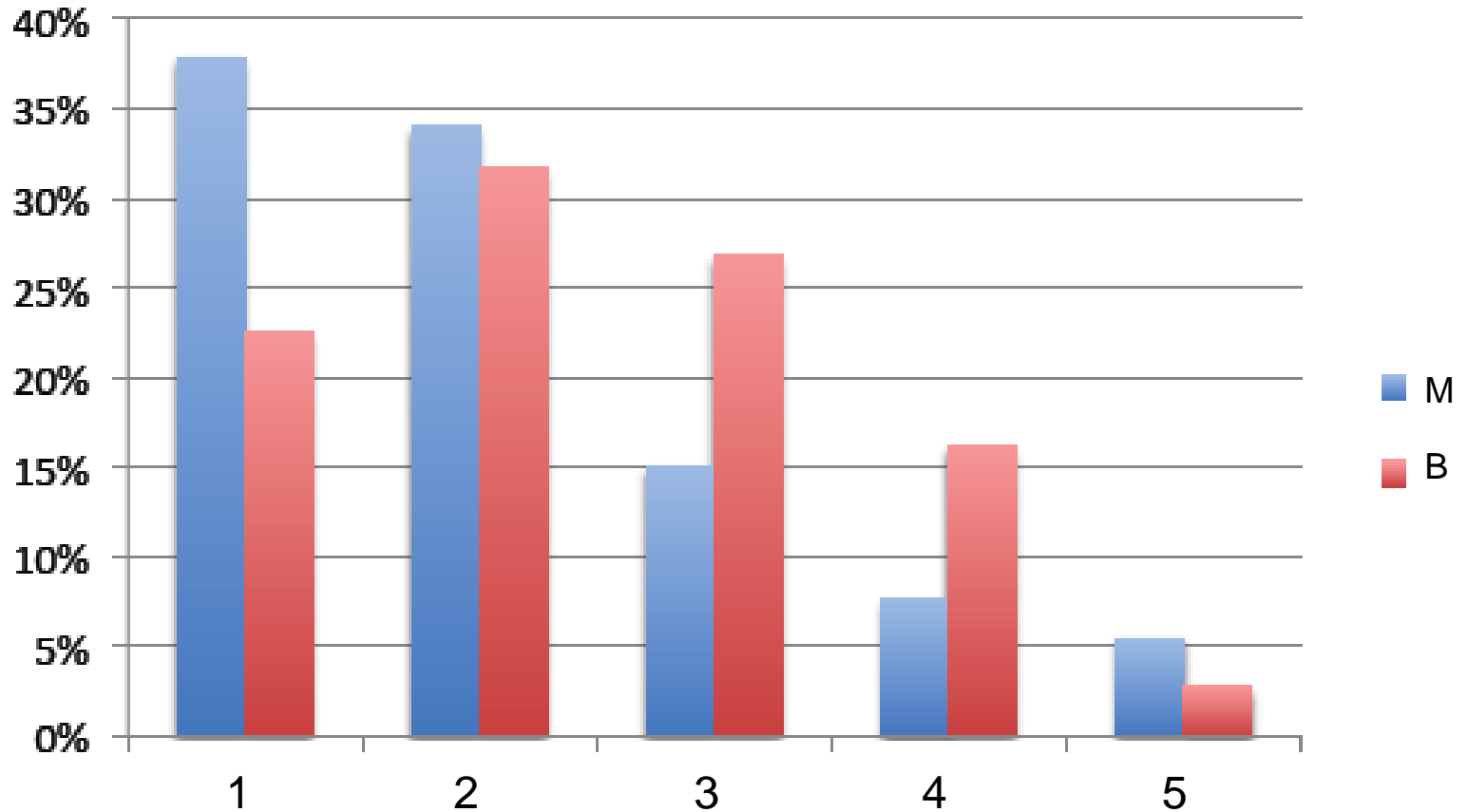
Students that work besides studies during the term



- 1: more than 10 h a week
- 2: less than 10 h a week
- 3: some times a month
- 4: some times a term
- 5: no



Is your knowledge in English good enough to manage the studies?

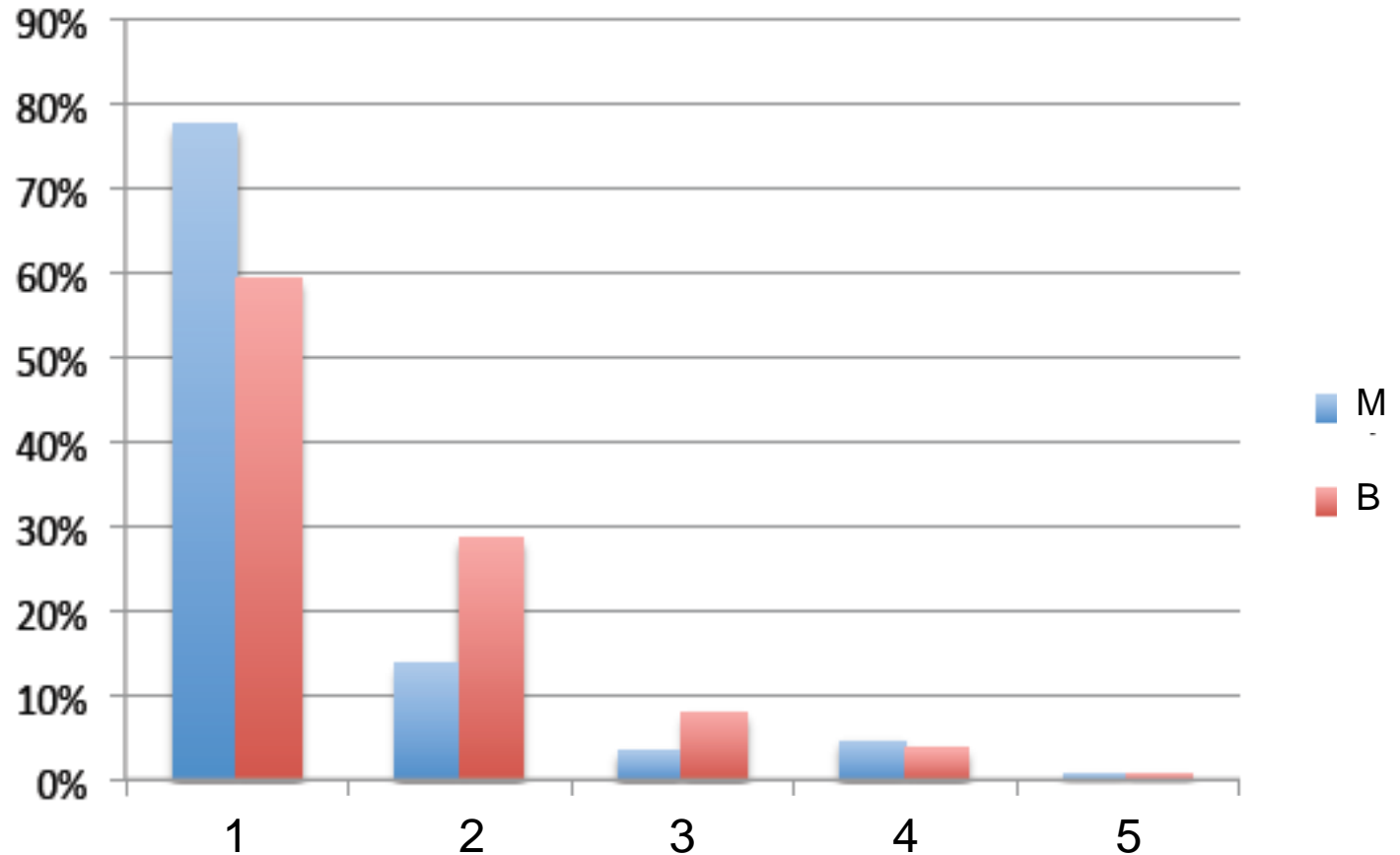


1: Very good
2: Rather good
3: Not that good

4: Not at all good
5: Don't know



Is your knowledge in Swedish good enough to manage the studies?

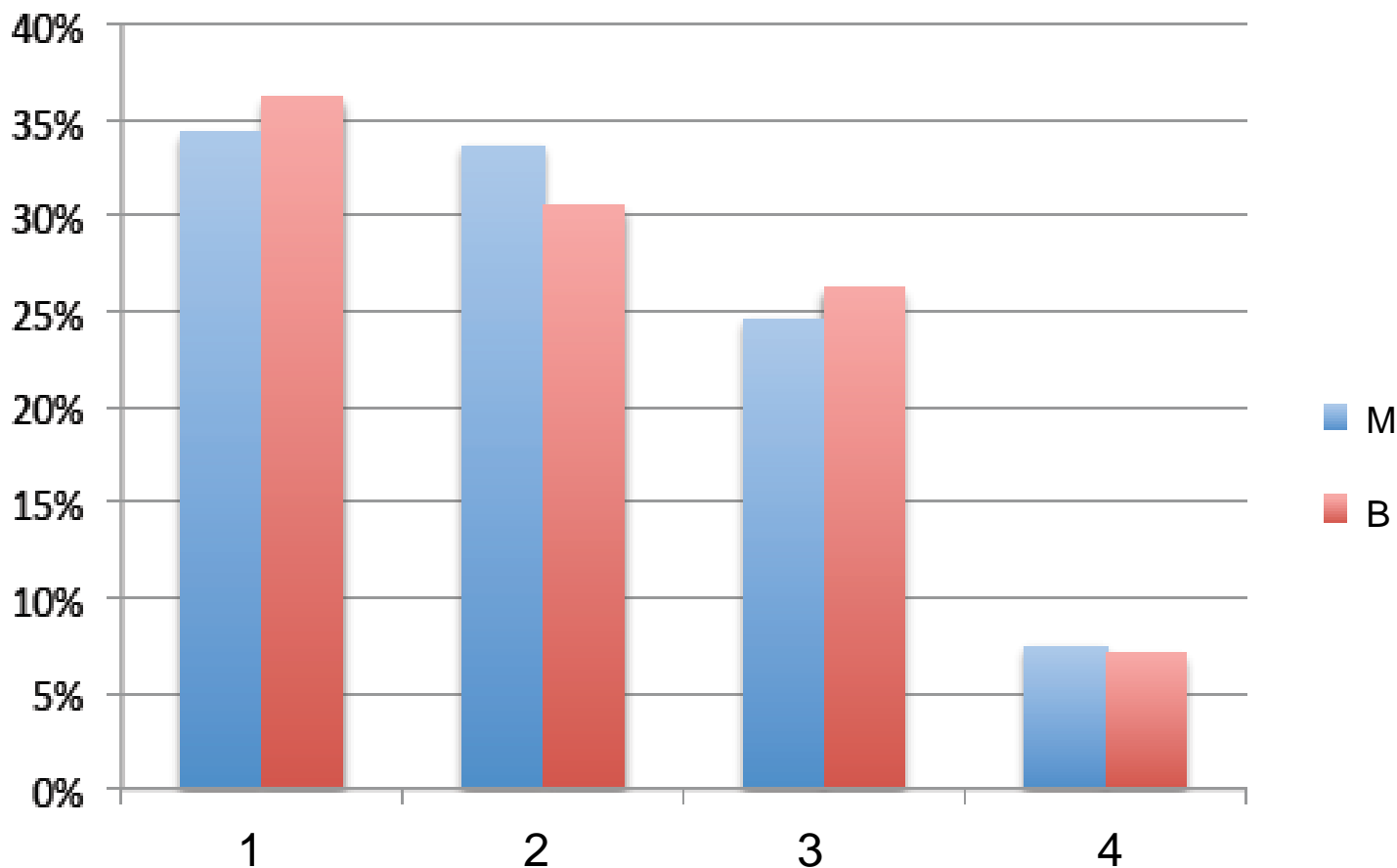


1: Very good
2: Rather good
3: Not that good

4: Not at all good
5: Don't know



How frequently do you use the recommended literature?



1: Every course

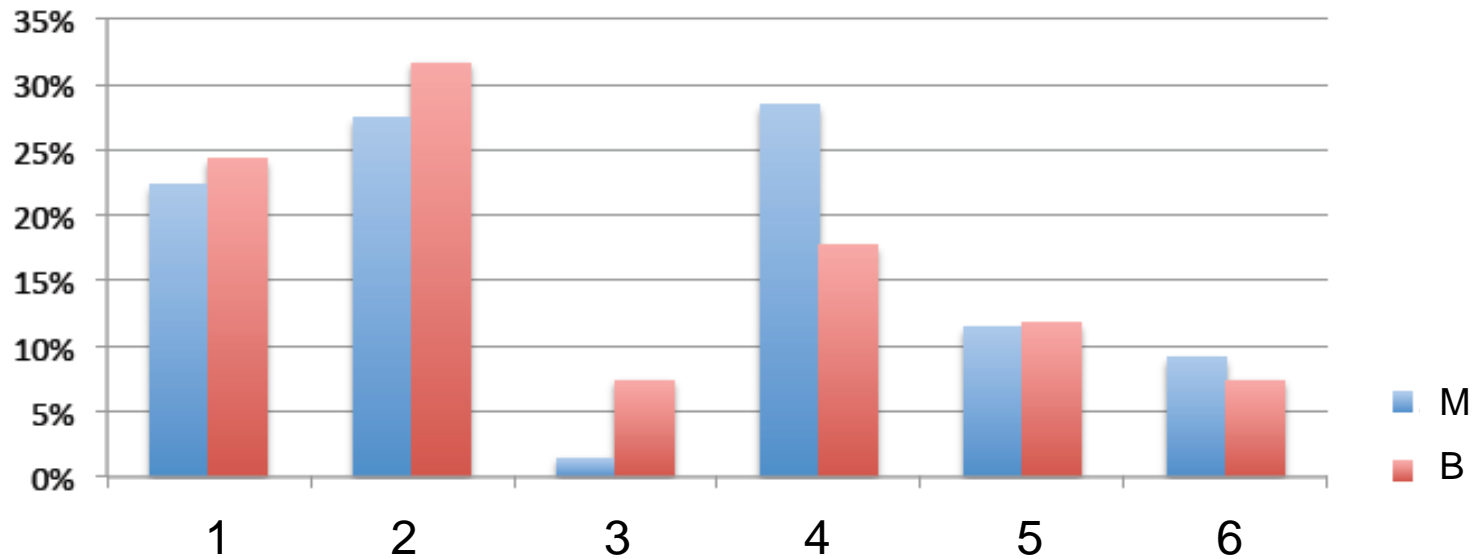
2: Most of the courses

3: Some courses

4: Never



Why don't you use the recommended literature?

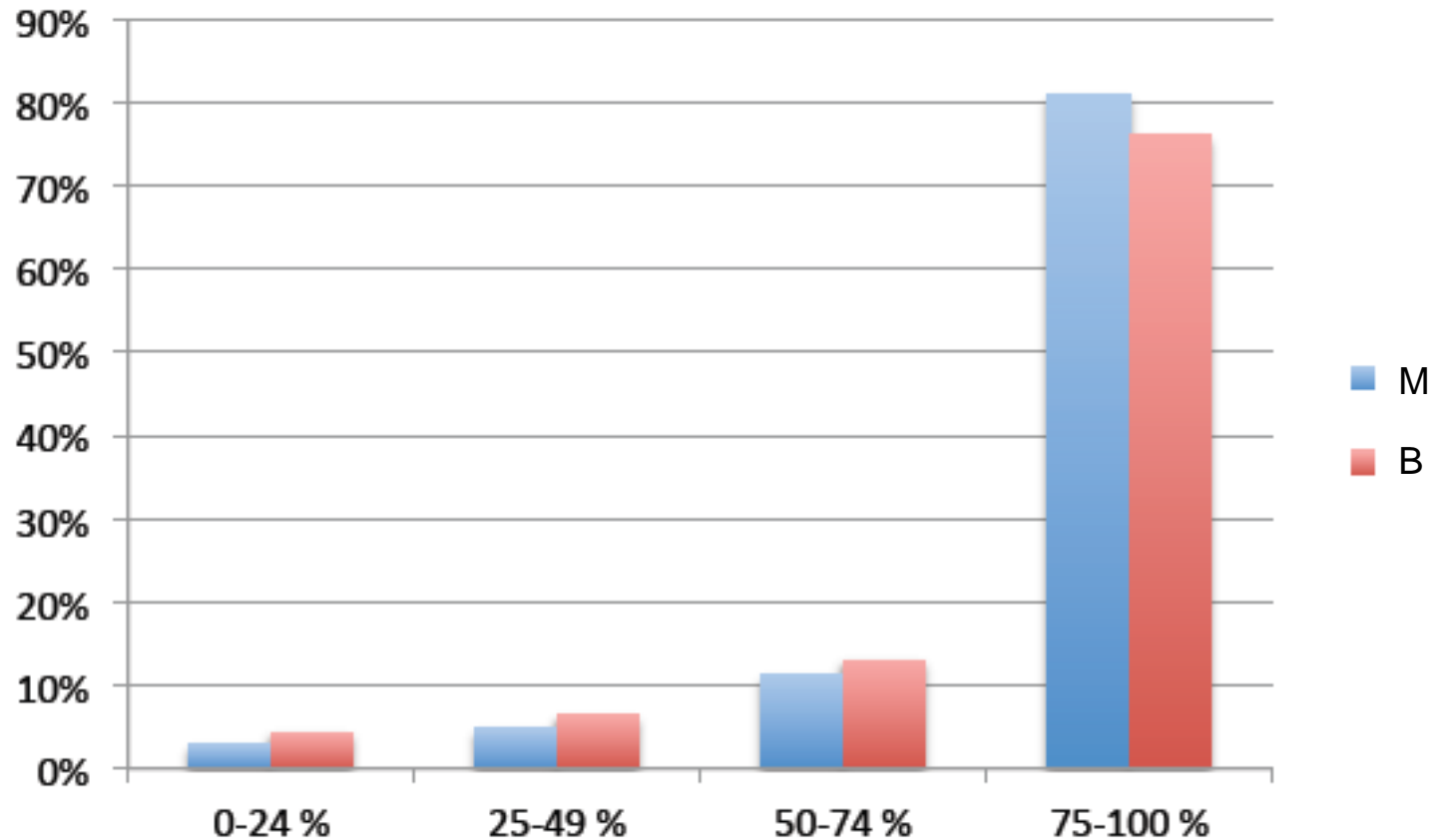


1: Always use it
2: Too expensive
3: Could not borrow it

4: Don't need it
5: Too difficult to read
6: Other reasons

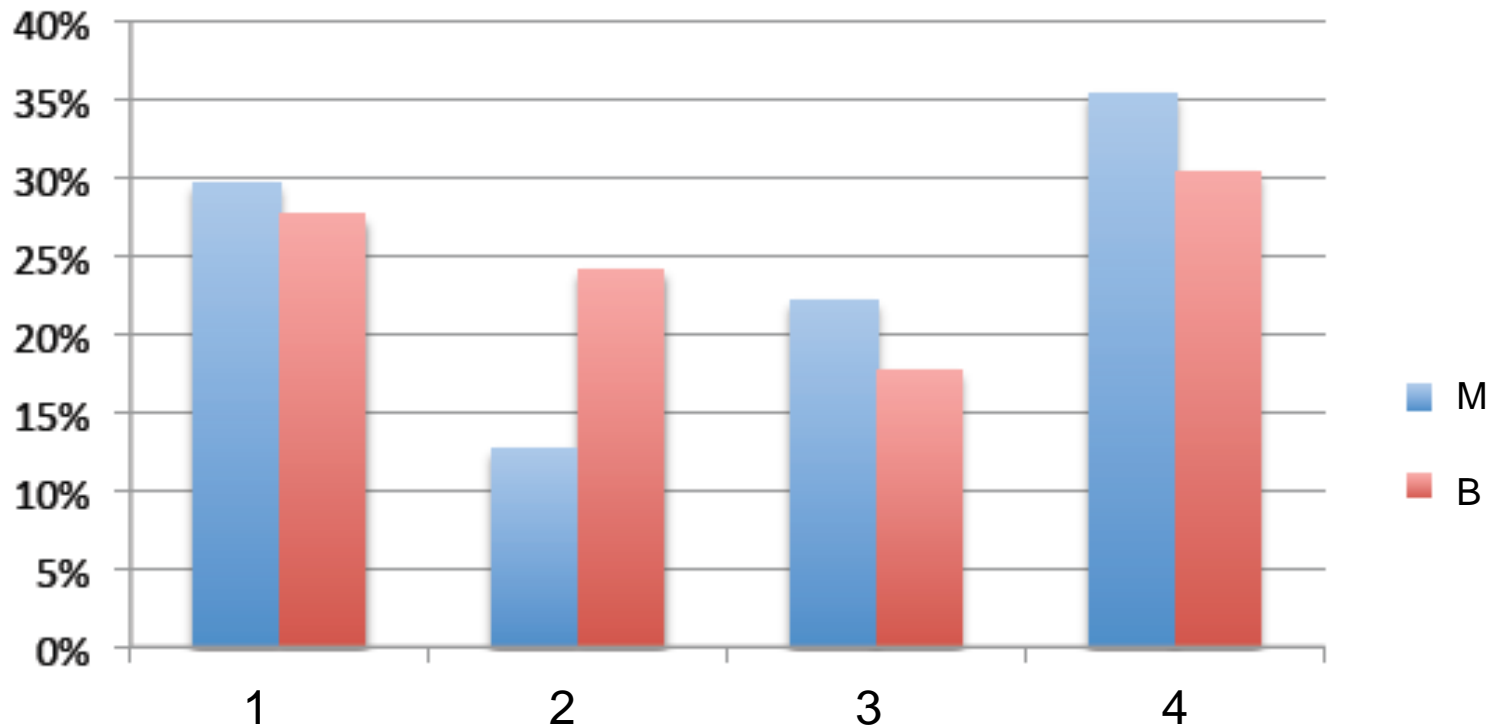


Participation in non-compulsory parts of the courses





Reasons for not taking part in non-compulsory parts of courses



1: Take always part

2: To long time to travel

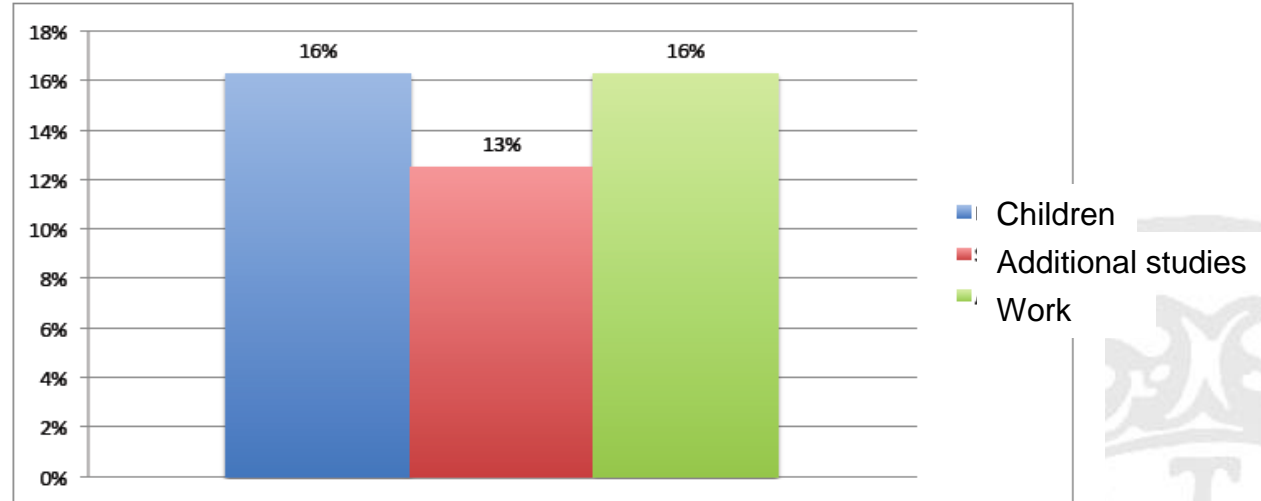
3: Do it better on my own

4: Other reasons

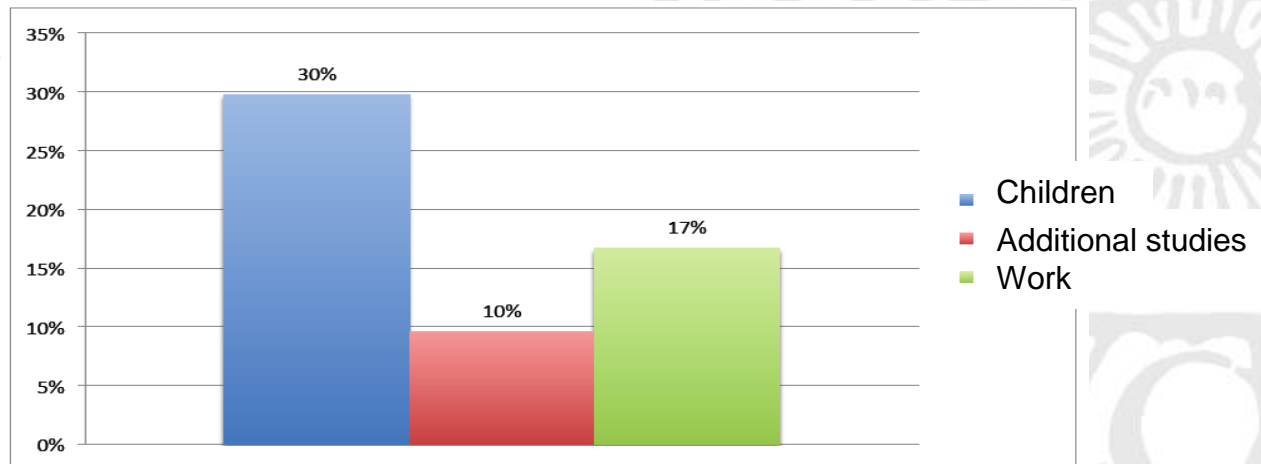


Does external elements have a negative Influence on studies?

Master
23%

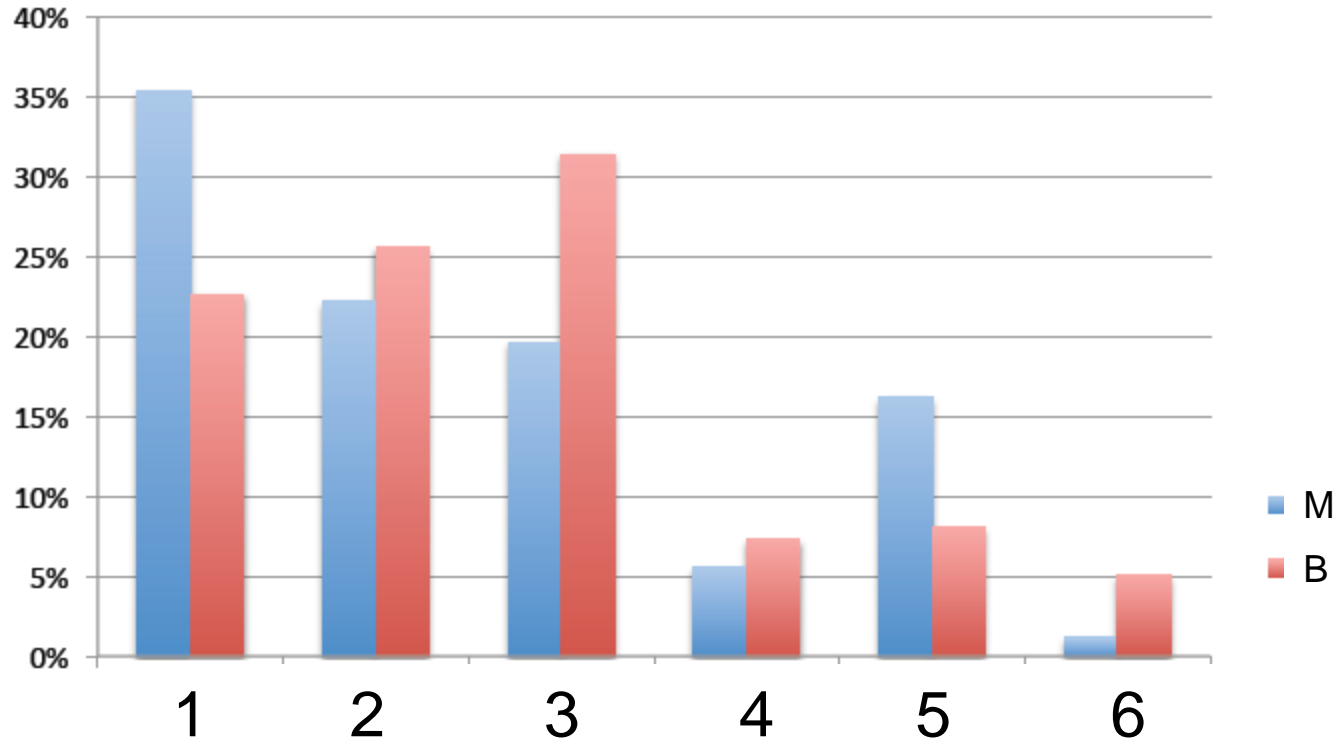


Bachelor
32%





Reasons for having lectures on-line



1: a complement to lecture

2: repetition

3: instead of unintentional absence

4: instead of intentional absence

5: instead of lecture

6: other reasons



Conclusions - What did we learn?

- Bachelors and masters live and behave differently
- Bachelor: older, children, travel, working more, less knowledge in English and Swedish, more unintentional absence, expensive literature
- Masters: on-line lectures a complement, manage by their own, don't need recommended literature



What can we do?

- More lecture hours a day and less than 5 days a week
- Start the lectures later during the day, at 10 o'clock
- Use the literature more in the teaching
- Don't teach all – force the students to use the literature more
- Give the students more help in writing English/Swedish



- More compulsory parts - force the students to come to faculty?
- Lectures on-line, a complement to lectures and repetition - not instead of lectures on campus
- Treat masters and bachelors somewhat differently



Conclusions - Why using the mentometer button questionnaire?

- To learn more about your students
- To understand why they are acting in the way they are
- To understand the students behaviour and how they think and reason
- To use that knowledge in the planning of the courses and course scheduling