



EPSA Presentation

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EAFP Annual Conference

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EPSA in brief

- The European Pharmaceutical Students' Association
- Became an independent organisation in 1982 (current name from 1992)
- Representing over 160 000 pharmacy students and recent graduates from 35 European countries

- Aim to "develop the interests and opinions of European pharmacy students and to encourage contact and co-operation between them"

EDUCATION

EXTERNAL AFF.



MOBILITY

EPSA Team



**Methodology Booklet Student Survey about
Teaching Methods around Faculties of Pharmacy in
Europe**



Why?

- Teaching methods currently used at European faculties of pharmacy
- What kind of teaching methods do students prefer?
- What are their suggestions for possible improvements?



EA FP



How?

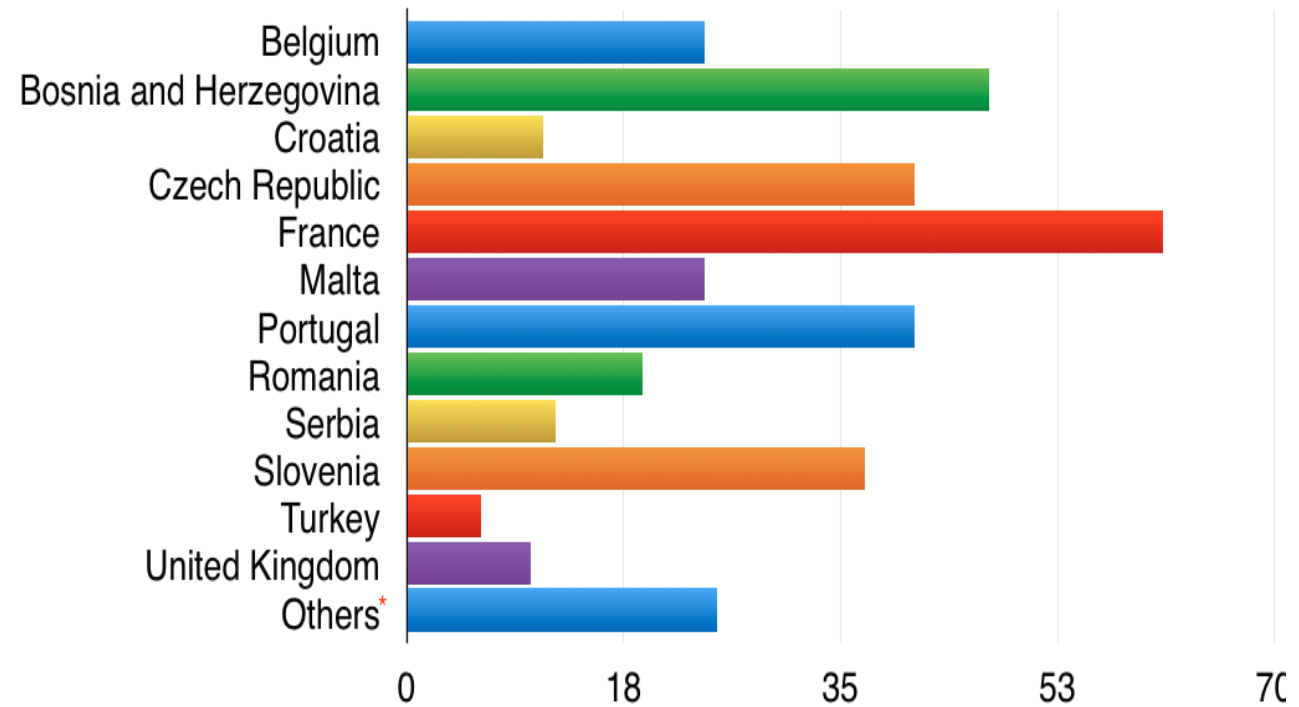
About the survey

- Distribution - EPSA network, which covers 35 European countries and 41 member associations:
 - 49 questions in total
 - Open questions and questions with multiple answers.
 - The target audience - pharmacy students from all years of studies.
 - The survey took 15 minutes to answer.
- The results presented here are preliminary and were gathered for four weeks.



Current limitations of the survey

- 359 responses in total from 25 European countries
- The results do not have equitable distribution throughout our member countries



What did we focus on so far?

1. Communication with teaching staff
2. Structure of lectures
3. Accessibility of learning materials
4. Presentation tools used during lecture
5. Evaluation of knowledge
6. Use of technology inside and outside of classrooms
7. Importance of soft-skills.

Communication with teaching staff

- Interaction between students and teaching staff during lectures
- Availability of teaching staff outside of lectures

Interaction between students and teaching staff during lectures

- According to 77% of the respondents, the teacher talks and the students only listen in 80-100% of the lectures.
- Students stated that group discussion (87%), pair discussion (89%) or debates between students (70%) happen in 0-20% of the lectures.



Teaching method students believe would help them retain information better

- Analogies from everyday life
- Case-study, role-play, group discussions and individual presentations
- Explaining new topics by linking them with previous topics
- Audiovisual resources
- More often stating competencies/information to be taken from lectures
- Practical application of new information
- Combination of these examples or other examples

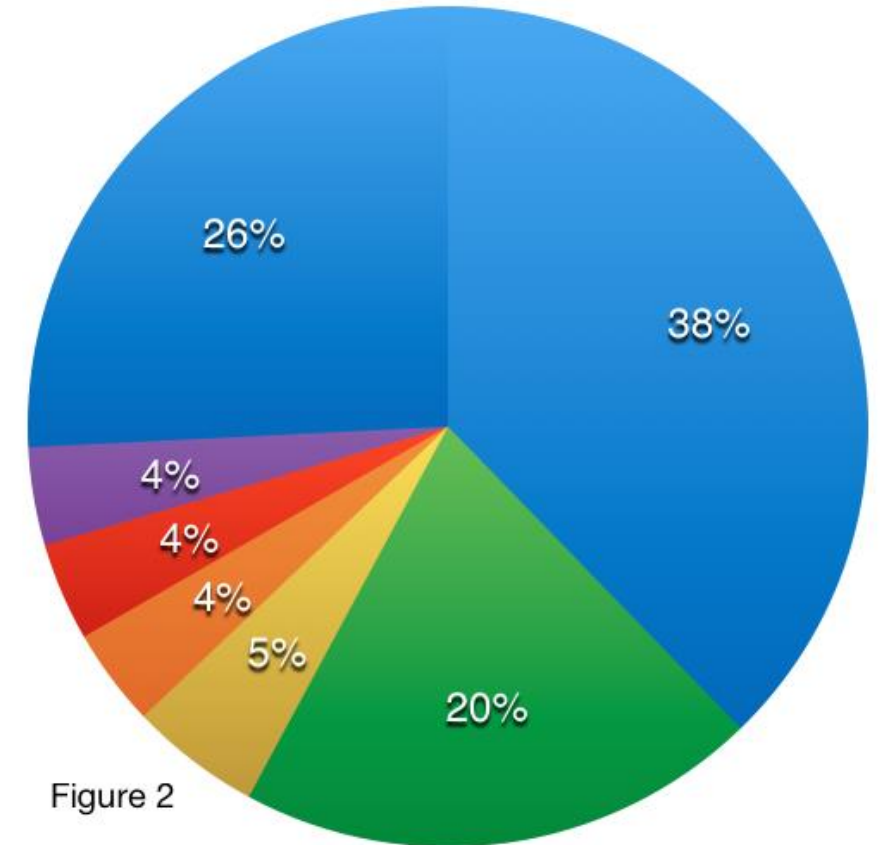


Figure 2

Structure of the lectures



- 60% of students stated that lectures should ideally be 1.5 hours long, with a pause every 45 minutes.
- 60% of students stated that they lose concentration after the first 45-60 minutes of a lecture.



Structure of the lectures

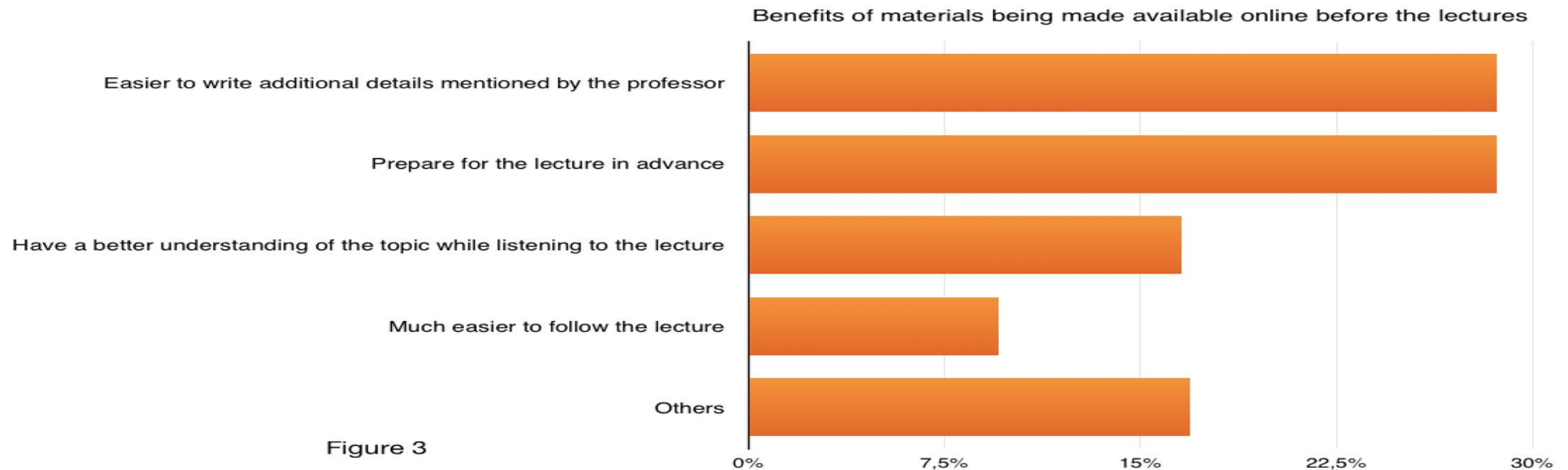
	in 0% of the lectures	in 20% of the lectures	in 40% of the lectures	in 60% of the lectures	in 80% of the lectures	in 100% of the lectures
There is always a short summary of the lecture	32.37%	43.57%	10.79%	5.81%	4.15%	3.73%
The professor always provides certain bullet points at the end of the lecture of what could be asked in the exam	35.71%	43.28%	13.87%	5.04%	3.78%	0.84%
The learning objectives of the lectures are always stated at the end, and the professor always verifies with students that those objectives were achieved	47.26%	32.91%	10.55%	5.06%	2.53%	2.53%

79% stated that they find/would find helpful having either a short summary of a lecture or bullet points of what could be asked in the exam provided at the end of each lecture.



Accessibility of learning materials

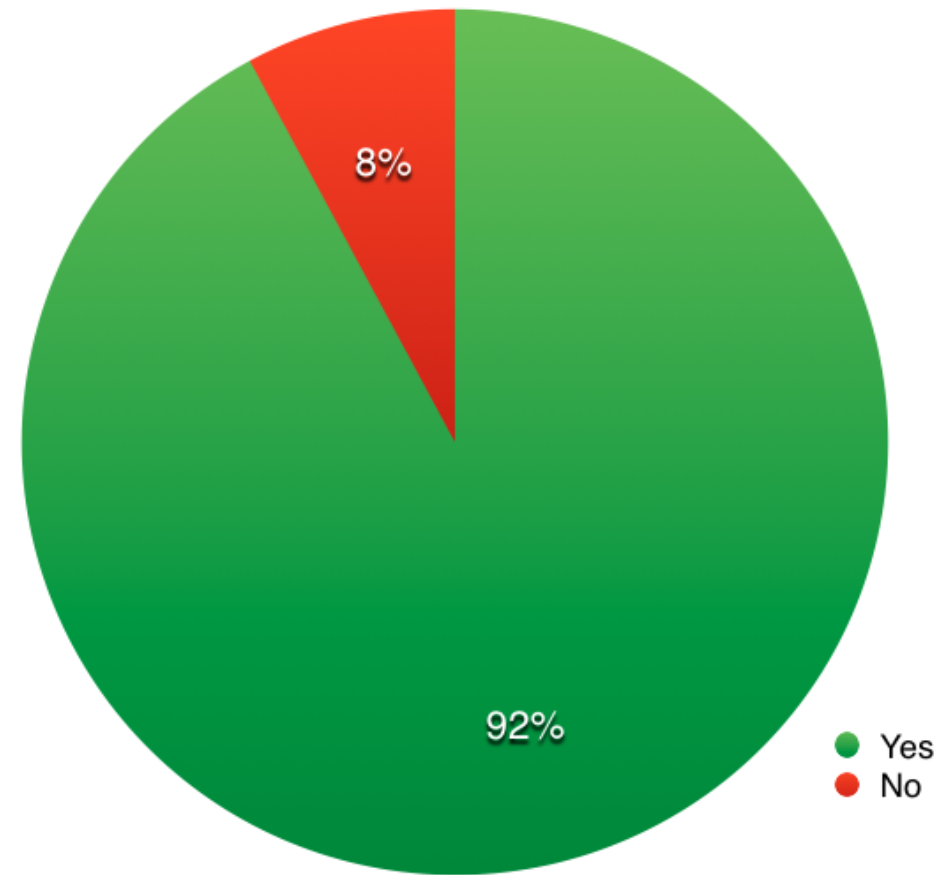
- 61% of students stated that materials at their faculties are accessible online only after the lecture, either complete or incomplete (to be completed with annotations from the lecture).
- 92% of the students see the benefit of having the materials accessible online before the lectures (fig. 3).



Importance of soft skills

- 50% of the respondents do not have soft skills indicated in their curricula
- 92% of the students would like to have them either incorporated or increase their frequency

Would you like soft skills courses to be incorporated in your pharmacy curricula?



Student feedback regarding importance of soft skills

- ‘...It is important in our job , it helps us to communicate’
- ‘Probably one of the most important segment of modern pharmaceutical profession.’
- ‘They are essential to prepare us for working life’
- ‘It is good to have communication skills because better communication means better transfer of knowledge’
- ‘I think they are very importante because they can distinguish you from other students in terms of qualifications’
- ‘Help in team work’
- ‘We need more!!’



What will we do after we
compile the results?



Methodology Booklet

Collaboration with EAFP



What can you do to engage on this project?

Bringing Pharmacy Knowledge and Students Together

Home > Events > External events > EAFF Annual Congress

EAFF Annual Congress

Congress Methodology Booklet Survey

Dear students,

This year the European Pharmaceutical Students' Association (EPSA) in collaboration with the European Association of Faculties of Pharmacy (EAFF) created a survey where students can share their experiences on successful and unsuccessful teaching methods used at faculties of pharmacy in Europe.

EAFF agreed to endorse EPSA methodology booklet to increase credibility and send it through their network to all the Deans of Pharmacy in Europe. As such, the Deans of Pharmacy faculties will be able to initiate it, contribute to its development and distribute it among each other!

As such, this is a perfect opportunity to share what kind of teaching methods would you like to see applied at your faculty!

We invite all the students, especially students on the 4th and 5th year of faculty to participate in this survey!

The survey can be found [here!](#)

If you have any additional questions please send an email to Marina Knezović on edu.affairs@epsa-online.org

Thank you!

<http://epsa-online.org/index.php/events/external-events/eafl-annual-congress#methodology-booklet-survey>

Methodology Booklet student survey about teaching methods around faculties of pharmacy in Europe

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Objectives

The Methodology Booklet student survey was developed in order to gather data from European Pharmacy students about the teaching methods currently used in Faculties of Pharmacy in Europe.

The aim of the survey is to present students' assessment on their faculty learning experience which encompasses: 1. communication with teaching staff; 2. structure of lectures; 3. accessibility of lecture materials; 4. presentation tools used during lectures; 5. importance of soft skills.

Methods

The survey was created in collaboration with EAFF. It has 50 questions in total and consists out of 11 different parts. Each part has 5-8 questions that were formulated in two ways: open questions and questions with multiple answers.

The target audience of the survey encompasses a wide range of pharmacy students from all years of studies. The survey takes 15 minutes to answer and results have been gathered for four weeks.

Distribution is being managed through the EPSA network, which covers 35 European Countries and its member associations. So far we received answers from 25 European countries.

Limitations of the survey

- The survey received 259 responses in total (EPSA represents over 160 000 students)
- The results do not have equal distribution throughout our member countries
- The methods in the survey included open and multiple choice questions so the variability of the results is inevitable.

Results

The survey remains open and the process of gathering examples of successful teaching methods from pharmacy students in Europe is still ongoing. Therefore, the results presented here are preliminary results.

Communication with teaching staff

Interaction between students and teaching staff during lectures

- According to 77% of the respondents, the teacher talks and the students only listen in 50-100% of the lectures.
- Students stated that group discussion (87%), pair discussion (89%) or debates between students (70%) happen in 5-20% of the lectures.
- 50% of students are unsatisfied or very unsatisfied with the possibility of getting involved in discussions during the lectures at their faculties.

Availability of teaching staff outside lectures

85% of the students stated that teachers were available via e-mail or had visiting hours. When asked how to improve communication with teaching staff outside of lectures, 34% of students expressed interest in having a weekly time slot as part of the obligatory materials, where they could come and ask questions, while 24% said that the teachers should approach students through other means as well (e.g. create online platforms, share videos).

Ability to give feedback and feeling of it being taken into account

76% of the students stated that they have surveys at the end of each module where they evaluate/assign grades to the professors, the quality of the courses and the infrastructure (e.g. laboratories, library resources). 65% of the students believe that their remarks are taken into account.

Structure of the lectures

60% of students stated that lectures should ideally be 1.5 hours long, with a pause every 15 minutes.

60% of students stated that they lose concentration after the first 15-40 minutes of a lecture.

61% of students stated the optimal number of students present per lecture room is between 25-75 students.

79% stated that they find/would find helpful having either a short summary of a lecture or bullet points of what would be added in the exam presented at the end of each lecture.

Accessibility and presentation tools

41% of students stated that materials at their faculties are accessible online only after the lecture, either complete or incomplete (to be completed with annotations from the lecture). 92% of the students see the benefits of having the materials accessible online before the lectures (Fig. 4).

Regarding how learning materials are presented, 49% of the students stated that PowerPoint presentations are used in 50%-100% of the lectures.

Importance of soft skills

50% of the respondents do not have soft skills indicated in their curricula, but 80% of the students would like to have them either incorporated or increase their proficiency.

Student feedback regarding importance of soft skills: "Probably one of the most important segments of the modern pharmaceutical profession." "Soft skills are of major importance in all the aspects of our lives as they allow us to be understood, understood others, and solve problems."

Conclusions

According to the preliminary results gathered, most students found that having materials accessible before the lectures, incorporation of the soft skills into the curricula, active engagement of students in classrooms and having increased communication between students and professors would help to improve the quality level of appeal and clarity of the information presented during their faculty life.

The final results of the survey will be used for the creation of the Methodology Booklet, a booklet presenting concrete suggestions on methods that can be easily incorporated into pharmacy teaching to improve the students' understanding of their formal academic education and to better prepare them for their professional life.

Acknowledgements

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Webpage, poster
Promote
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Acknowledgments





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Questions?