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# Utilising multiple active learning strategies to maximise student engagement

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## INTRODUCTION

It has been recognised since the 1600s that students tend to learn more if teachers spend less time teaching and the students spent less time passively listening<sup>1</sup>. 1<sup>st</sup> year MPharm students are expected to have an understanding of both scientific and social factors that impact on nutrition and how this relates to health, disease and medicines use. Pharmacy students have typically found nutrition a challenging topic to engage with as they do not always perceive the relevance to future practice or the significance of social influences on health behaviours.

## AIM

To develop a range of different active learning strategies to increase student engagement in teaching and learning on nutrition and provide diverse opportunities for learning within and outside the classroom.

### HEA Definition of Active Learning<sup>1</sup>:

“Almost any learning activity that involves the active participation of the student”

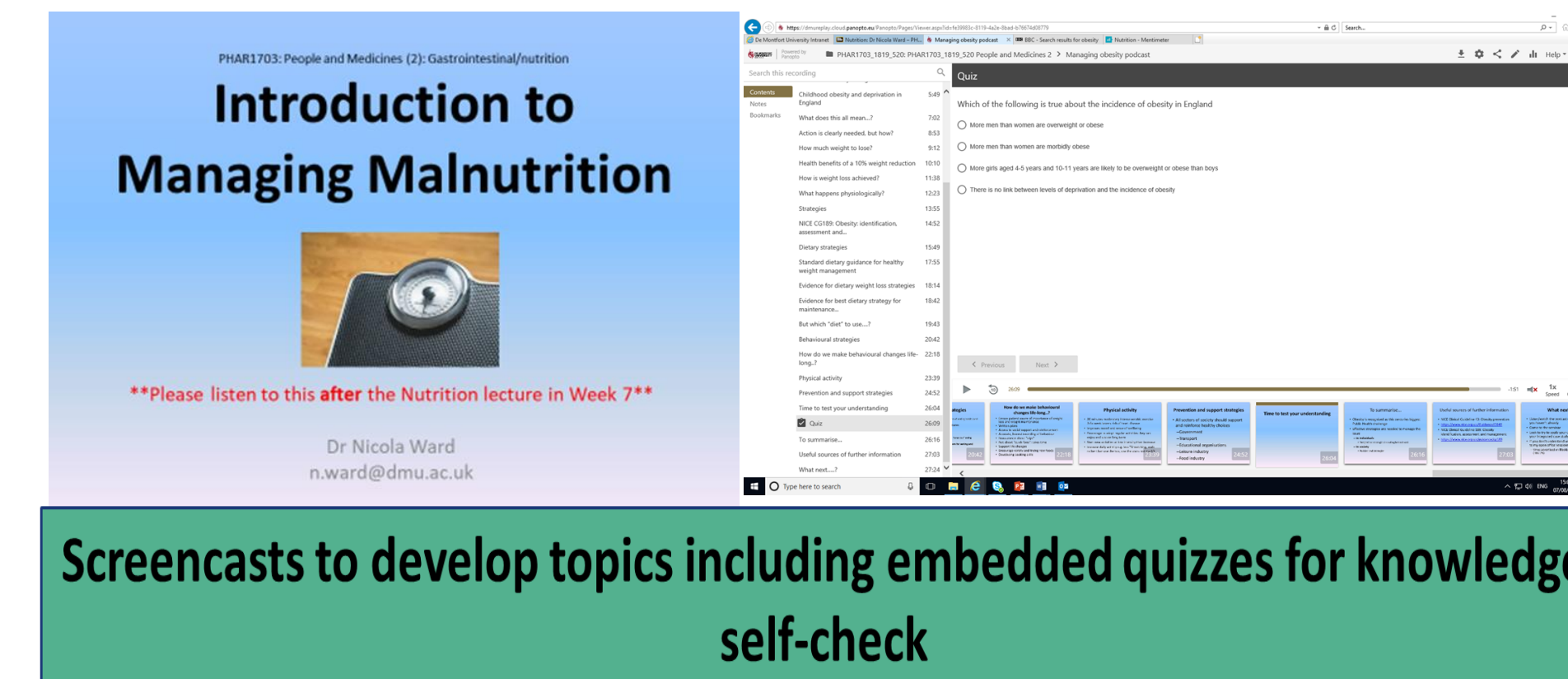
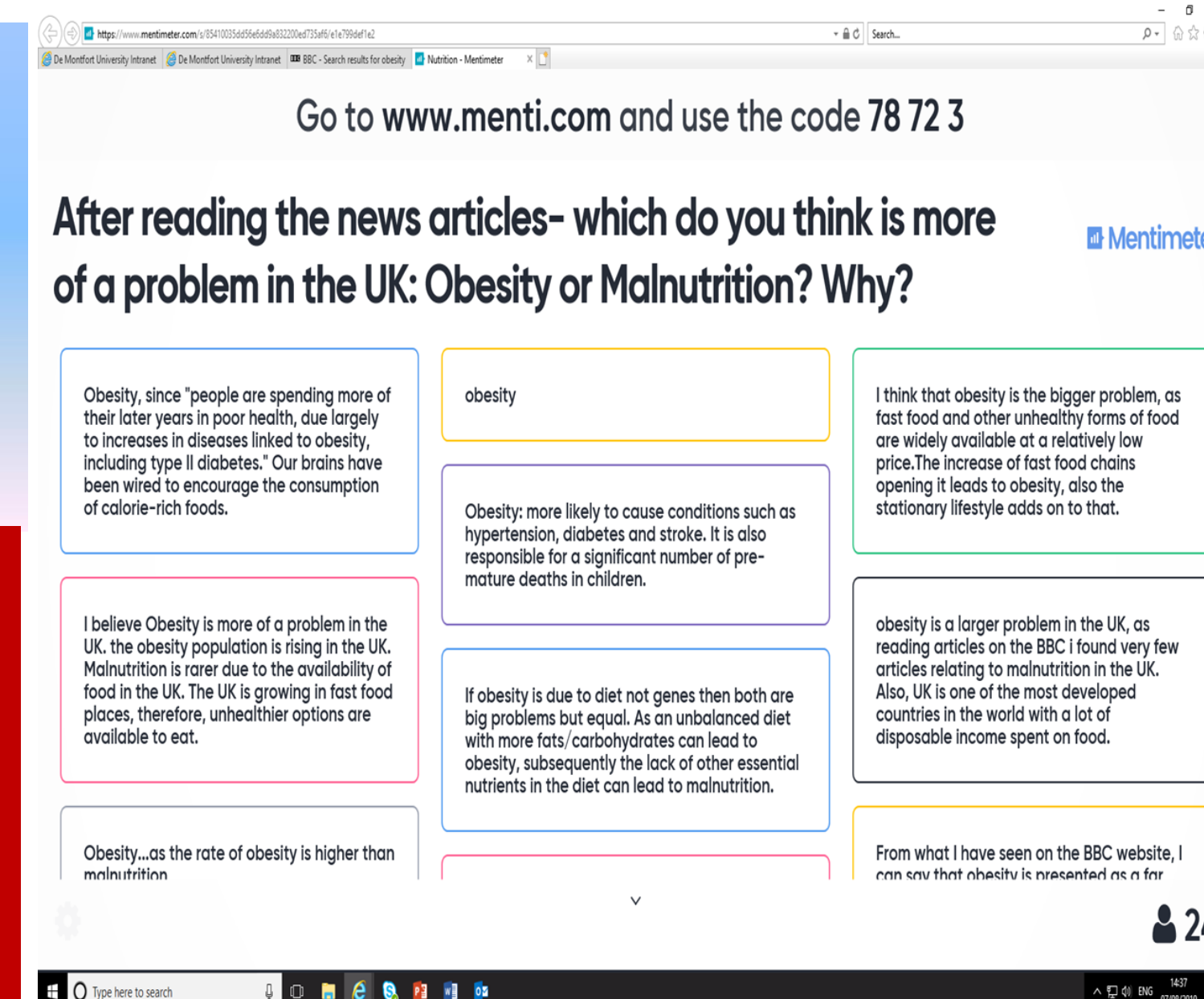
#### Active learning:

- encourages deep rather than surface learning
- encourages students to take ownership of their own learning
- can reduce the number of lectures, releasing staff time for more active engagement with students

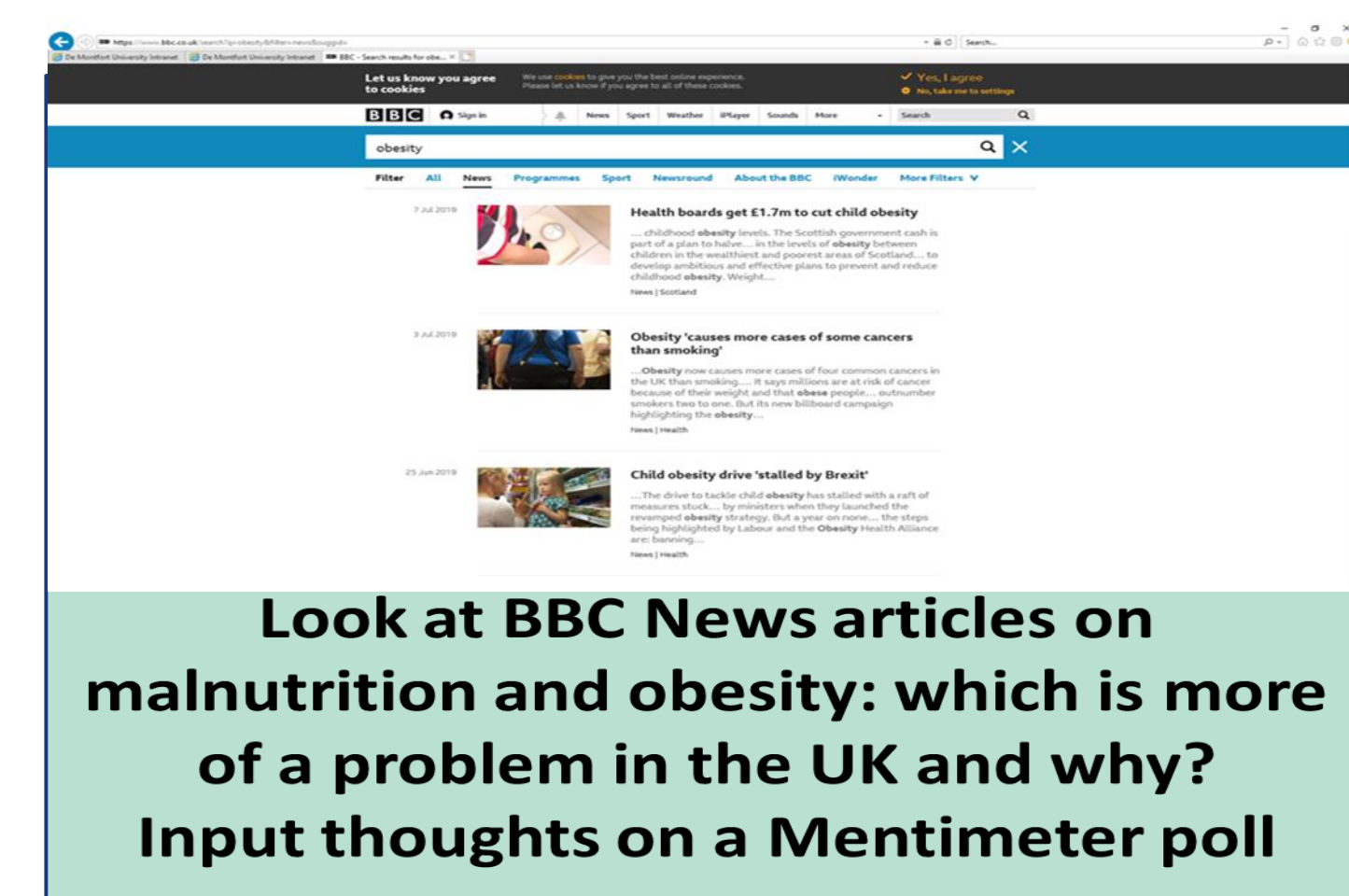
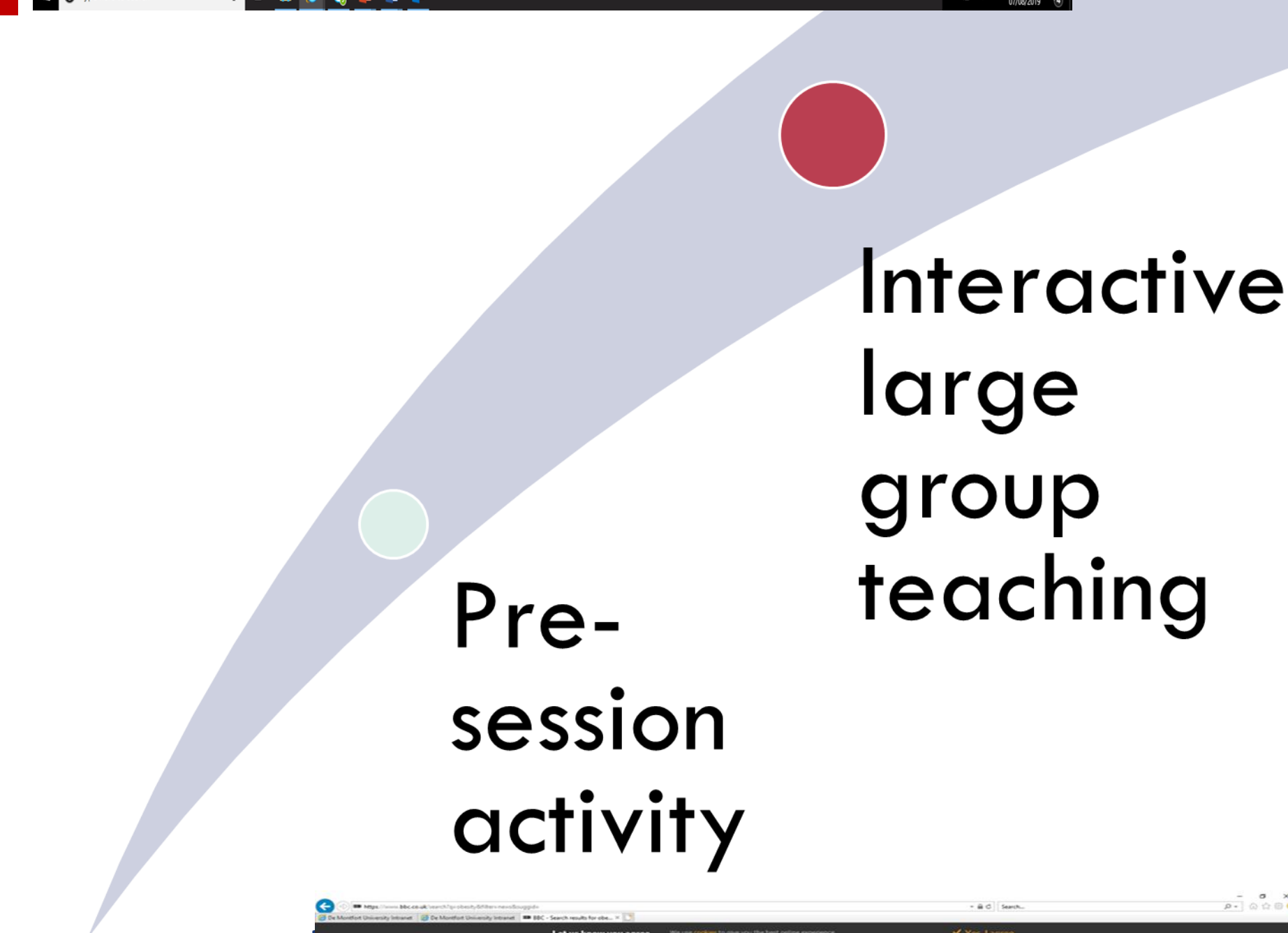
## METHOD



**Introduction and overview of key topics. Discussion of themes arising from pre work**



**Screenscasts to develop topics including embedded quizzes for knowledge self-check**



**Look at BBC News articles on malnutrition and obesity: which is more of a problem in the UK and why? Input thoughts on a Mentimeter poll**

## RESULTS

All students positively evaluated the workshop, with the two most popular workstations being:  
Oral Nutritional Supplements: trying supplements gave them “an insight into the patient’s perspective”  
Naso-gastric (NG) feeding: observing a drug-feed interaction “made me think about the thought that must go into safely administering medicines through the NG tube”

## CONCLUSION

Overall, student engagement and feedback was positive, with students being able to actively contribute to discussions and debates on both scientific and social factors relating to nutrition. The use of these strategies is ongoing.

## REFERENCES

1. UK Centre for Materials Education (2012) *Active Learning*. Higher Education Academy [Available at: <https://www.heacademy.ac.uk/system/files/active-learning.pdf>]

### Module learning outcome:

**Identify the scientific and social factors that impact on nutrition and how this relates to health, disease and medicines usage.**

**Speed research:**  
what can you found out about a popular diet in 3mins on Google

**Debate:** Bariatric surgery is just for lazy people who can't be bothered to diet

**Debate:** The food and drink industry are to blame for the obesity crisis. They need to be more responsible

**Debate:** Too much money is wasted on treating obesity- we should focus on prevention

**Interactive large group teaching**

**Seminar**

**Post session activities**

**Interactive large group teaching**

**Pre-session activity**

**Calculating risk of malnutrition**

**Providing evidence-based weight loss advice**

**Strategies for food fortification**

**10-minute rotations around different patient-focused activities on malnutrition and obesity**

**Tasting Oral Nutritional Supplements**

**Drug-feed interactions**