

BACKGROUND

- SIUE SOP has a graduation rate greater than 90%¹
- Comprehension of lecture material has been challenging for students
- Sources report that for every 20 minutes of lecture, there should be no more than 10 slides²
- About 2 minutes should be spent on each slide²
- Students require a break or stimulation in a \geq 50-minute lecture to keep their attention³
- Evidence indicated practicing or planning focus within class time to limit rushing through crucial content^{4,5}

METHODS

- Study design was an observational, descriptive study
- Data was collected using an 11-question Qualtrics survey which was sent to SOP students via email
- Study sample: all student pharmacists from classes P1 through P3
- All surveys submitted were anonymous

RESULTS

- 46 students took the Qualtrics survey
 - 24% P1 students; 33% P2 students; 43% P3 students
- Survey answers
 - 1 means strongly disagree
 - 2 means disagree
 - 3 means neutral
 - 4 means agree
 - 5 means strongly agree
- Limitation: the subjectivity of the survey questions and student answers

	1	2	3	4	5
Overall, the amount of content covered in lectures is in line with the number of questions in exams.	2%	30%	26%	34%	4%
Overall, I felt prepared on all of the exams.	6 %	23%	28%	36%	2%
Overall, I feel that the lecture material in my courses prepared me to perform well on exams.	6%	9%	36%	38%	6%
Overall, I feel that my grades have reflected my knowledge gained from courses so far this semester.	11%	23%	23%	36%	2%

	0-20%	21-40%	61-80%	81-100%
What percent of lectures did you attend? (in-person or online)	0%	2%	2%	94%
How many lectures did you re-watch the recording?	53%	32%	4%	9%
Overall, how many lectures felt rushed?	26%	40%	26%	6%
Overall, how many lectures lost your attention?	11%	36%	30%	21%

	0 h	1-5 h	6-10 h	11+ h
On average, how many hours do you spend studying for one exam?	0%	6%	43%	47%

CONCLUSION

- The free response questions gave more insight on where improvement can be implemented
- Practice lectures before giving them, assure students get a break in the middle of lectures, emphasize objectives in the PowerPoint, handout that gives more direction for studying
- Recommendations on how to improve students learning by keeping them involved and present will be sent to the SOP.

REFERENCES

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4. Chandra Sekhar, K., Ranjan Rout, M., & Uma Maheswara Rao, K. (2017). A study on Medical students' opinions about faculty power point presentations during lecture. *Journal of Comprehensive Health*.

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