

Occupational Therapy Students' Perception of Types of Class Preparation Activities

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Introduction

- Active student engagement enhances learning¹
- Flipped classrooms increase student engagement and exam performance¹
- Students must complete pre-class work for flipped classrooms to be successful²
- Completing quizzes and guided reading notes before class enhance student learning^{3,4}
- Research shows that completing class preparation activities increases exam scores and active participation^{4,5}
- There is a growing body of evidence regarding the effectiveness of class preparation activities^{1,6,4,5}
- Understanding student perspectives of class preparation activities allows educators to design more practical and useful activities⁵
- Studies examining student perceptions of class preparation activities in other disciplines have found positive attitudes towards pre-class activities such as videos, worksheets, and quizzes implemented for accountability^{7,3}
- Research about occupational therapy (OT) student perceptions of class preparation activities is lacking

Study Purpose

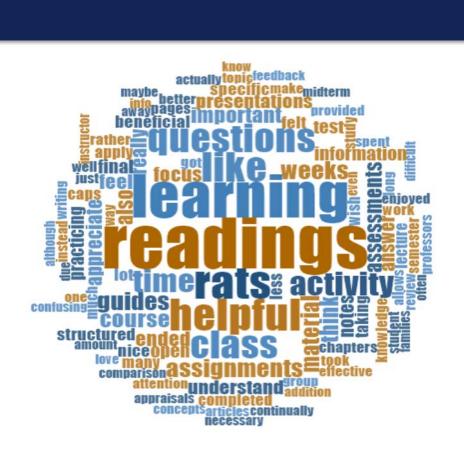
This mixed-methods pilot study examined OT student perceptions of the practicality and perceived benefits of 4 class preparation activities used in 3 occupational therapy courses.

Methods

- N = 46 OT students from two successive cohorts
- Data Collection:
 - Students were anonymously surveyed using an online questionnaire about 4 class preparation activities:
 - Readiness Assessment Tests (RATs) open-book, online multiple-choice quizzes related to required readings
 - Guided reading notes open-ended questions (GOQs) about the required readings
 - Reading notes students submitting their reading notes as proof of required readings being completed
 - Reading alone with no learning activity submitted
 - Student feedback reported on course evaluations that related to class preparation
- Data Analysis:
 - Qualitative Analysis
 - The first and second author independently utilized the theme discovery technique of repetitions to create a codebook⁸
 - The first and second author independently coded the data until an ICR of at least 75% was met⁹
 - Inductive coding was used to identify themes and subthemes
 - Quantitative Analysis:
 - Chi-square test of independence comparing how much time students spent on class preparation with and without a RAT
 - Friedman test comparing how students rank the perceived usefulness of class preparation activities
 - Post hoc Wilcoxon signed-rank test to compare usefulness rankings of specific class preparation activities with a Bonferroni correction setting the significance level at p < .008

Results - Qualitative

Word Cloud of Student Perceptions



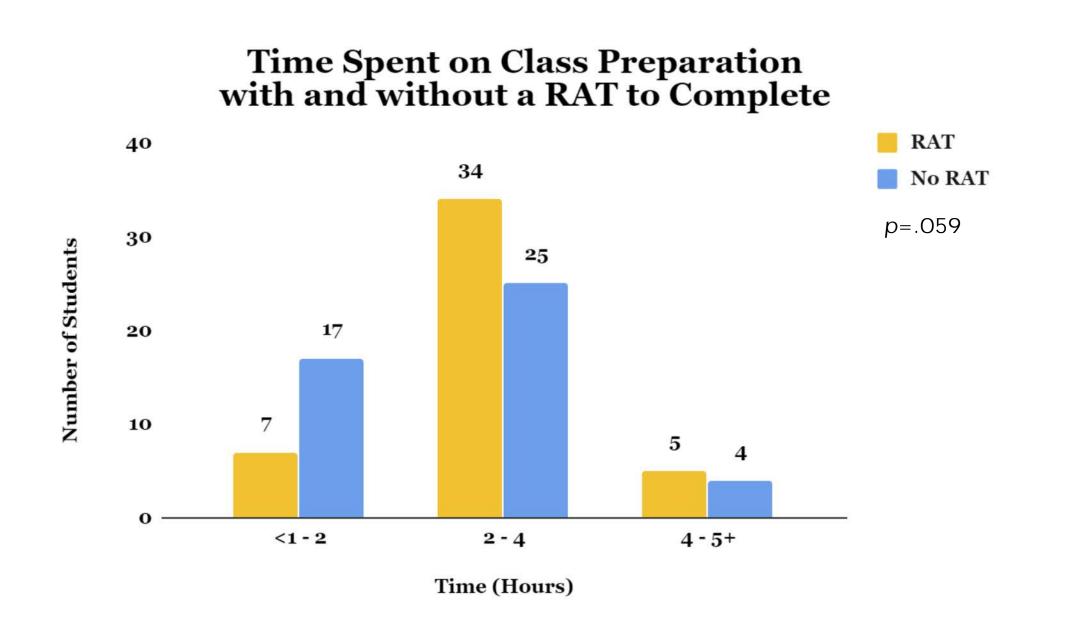
Results - Qualitative (Cont.)

"I think every class should be like that, where we do the prep work (reading or lectures on our own) then go over the material and apply it during our [class] time" (Student 4)

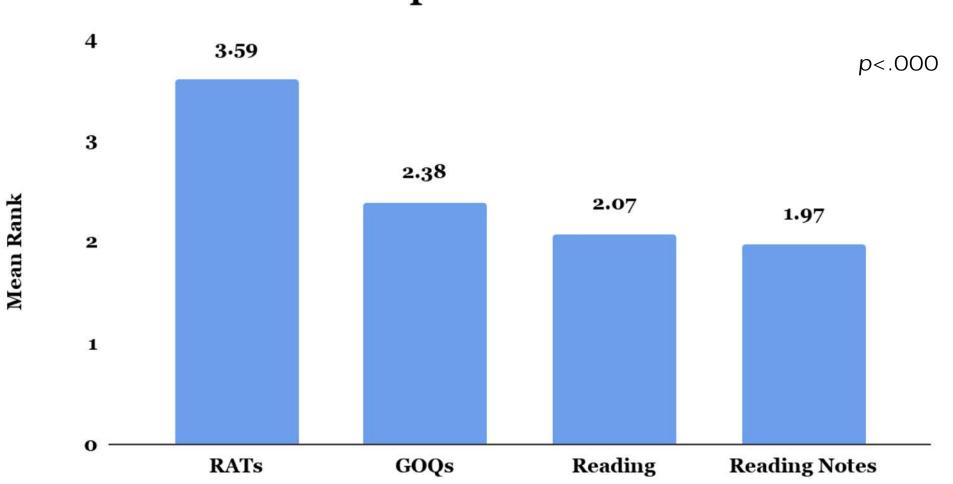
Themes Identified from Inductive Coding Students stated that "I spend so many the amount of time extra hours typing up GOQs required did not responses and proof correlate to greater reading answers. It understanding of the doubles the work but I Time is a material do not feel that I learn more." barrier to utility of GOQs "[GOQs] helped me Students stated that comprehend the readings and gave me both RATs and GOQs more of an outline on ensured that they what to pay attention would spend time with RATs and to, while holding me the readings and accountable." didactic content GOQs before class "[RATs] forced me to do the readings" provide accountability "[I] enjoyed the RATs" Students rarely "I liked having the RATs" requested to have fewer RATs and "RATs were the most frequently requested beneficial" to have more RATs "The RATs are very More RATs helpful" requested l liked the RATs but Students stated that wish they were more the specific questions general and not as and wording of the specific...the questions RATs could take away were often very Content from greater specific and I wish it understanding of the was more of a quiz to specificity content test the important concepts. as a barrier to utility of RATs Students stated that "I like the RATs the RATs provide a guide most because it gives for engaging with me the extra incentive important content, to read the readings test their and also gain an understanding, and understanding as well RATs are a increase their as a guideline on what interaction with to focus on exactly." tool for course content reading

engagement

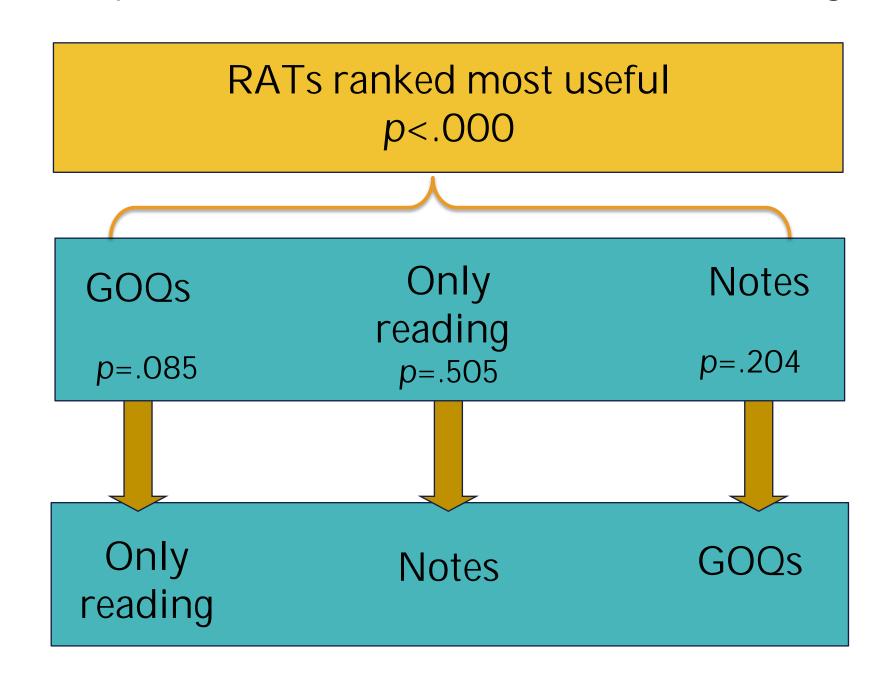
Results - Quantitative



Mean Ranks of Perceived Utility of Class Preparation Activities



Comparison of Activities' Mean Rankings



Conclusions & Implications

- OT students reported that:
- o RATs were more useful than other class preparation activities
- RATs enhanced their engagement with the course content
- o Class preparation activities, especially RATs and GOQs, held them accountable for completing the course readings
- OT students requested the inclusion of more RATs
- RATs are most useful to students when they capture overall concepts within the required readings
- RATs can be a useful, practical, and beneficial strategy to assist OT faculty who want students to come to class prepared
- RATs require more upfront time from OT faculty, but their online nature eases grading