The barriers and enablers to implementing novel teaching methods in undergraduate education

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Overview

- MPham 4th year projects
- Project rationale
- Method
- Results
- Next steps
- Q&A
MPharm 4th year projects

- Research project commences in 3rd year S2
  - Literature review/protocol development
- Conduct study - 4th year S1
  - Paper + presentation + performance > 20%
- Students choose from 4 cognate areas
  - Pharmacy Practice projects include education
- For group projects students work together until data collection complete
Project rationale

- Are traditional approaches the best method of teaching?
- Methods that support active learning:
  - Improve student satisfaction and grades \(^{[1-5]}\)
  - Develop transferable skills \(^{[1,2]}\)
  - Result in deeper learning of content \(^{[1]}\)
  - Enable swift detection of gaps in student knowledge \(^{[1,2,5]}\)

Some evidence that implementation of these methods is not optimised

- **Why?**
  - Organisational resistance [4]
  - Resources and support [1, 4, 6]

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Method

- Qualitative approach - Focus groups
  - Training provided
  - Piloted in School of Pharmacy

- Data analysis
  - Theoretical Domains Framework (TDF)[8]
    - Behaviour change theories tool
    - Usually used in the health-care setting
    - In this case used to identify the main barriers and enablers to adopting novel teaching approaches

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Key TDF domains identified

- Environmental context and resources
- Belief about consequences
- Belief about capabilities
- Social influences
- Skills
Environmental context and resources

- Lack of resources in some schools

“I don’t have a microphone... at work... I don’t have a headset, I don’t have access to anything like that”

“It's a bit of a vicious circle, because until you can show there's a lot of demand for them in the schools they are unlikely to invest, but people aren't gonna create the material that needs it unless they can guarantee that people have them [clickers]”
Belief about consequences

- Staff aware of benefits for students stated in literature
  - Reinforced by positive student feedback
- However:

  “There were complaints [from students] and I was told by my head of teaching to give the students what they want and expect...Which was the traditional lecture, so I’ve kind of reverted back”

Once online, lectures are “out there warts and all”
Belief about capabilities

Confidence and self-consciousness

“I didn’t really want to venture outside the material in the lecture because I didn’t feel confident about doing so”

“I speak fast, but that was my reason for starting [to record my lectures]”
Social influences

- Organisational resistance?

“I mean I got ostracised by my colleagues [for implementing flipped teaching]”

“A bigger barrier is trying to convince other people on your module that using interactive and engaging teaching methods in the long run is going to benefit both them and students”
Skills

- Generally related to IT
- Considerable variation in abilities

“I don’t feel I’ve ever been told how to do that and how to present [a screencast] in a sensible fashion”

“I’ve shown a lot of people how to record and upload content”
Conclusions/considerations

- Utility of TDF in education implementation
- Resources and teaching spaces
- Role of student feedback in staff evaluation
- Staff training and support (facilitation, IT...)
- Encourage networks/platforms for staff to share ideas, solutions and best practice
- Increase evidence base for novel/active teaching approaches
Next steps

- Results are being used to develop a questionnaire
  - New 4th year project in development
- Intention is to pilot this at UEA this autumn

How can we best reach staff at UEA with this questionnaire?
(and encourage them to complete it😊)
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Any questions?