

InfoFair 2007
Distance Learning Experience in a
WebCT Pre-Pharmacy Course

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Survey of Pharmacy Course Objectives

- Provide information career opportunities in contemporary pharmacy practice
- Explain academic requirements for doctor of pharmacy program and admission process
- Expand awareness about the pharmacist's role in contemporary health care
 - Writing emphasis in live course
 - Discussion postings in online course

Why an Online Course?

- Large class size fall semester 2002
- Lack of time to re-instate spring semester course
- Recognition that non-U. of U. students are at a disadvantage regarding opportunities to learn about non-traditional pharmacy practice and shadowing

Preparation

- Started with established course in 2003
 - arranged for library to videotape lectures
 - videotaping consent form from instructors
 - surveyed students
 - quiz questions from lecturers
 - Training Fall 2003
 - WebCT training through TACC
 - Respondus

Online Course Development

- Videos digitized, then links created and placed on Eccles HSL server
- *Most time consuming:* organization, structure/format, icons, grading
 - PDF handouts, checking video links, quiz schedule (and does it work?), discussion groups for each lecture, “grade book”
 - This was in addition to the normal work required for getting the course ready

Online Course Requirements

- Students required to view all lectures
 - Changed from 3 weeks to 1 week window
- Required to post discussion comment or question after each lecture
 - Extra credit for additional postings (to encourage student interaction) & lecture evaluation
- Weekly quizzes
 - Graded automatically
- Term paper describing role of contemporary pharmacists in today's health care

The Finished Product

- <https://webct.utah.edu/webct/logonDisplay.dowebct>

Advantages/Lessons Learned

- Students unable to attend live fall classes receive same information
- Opportunity to reach a larger audience
 - “Marketing” is still a challenge!!
 - Support of administration
- TACC & Library staff are awesome
 - just make sure to call during regular hours for online help!
- Once course is established, it's pretty easy to run

Challenges/Lessons Learned

- Flexibility is a myth for faculty
 - Not less work to teach...need to log on regularly to check/answer posted questions, email
 - Double work if offer live/online course concurrently
- Online Communication Challenges
 - Lack of spontaneous discussions
 - Students who fail to reply to emails/posted queries
- Deadlines
 - Flexible deadlines = failure (structure important)
- Technical glitches!!

