

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

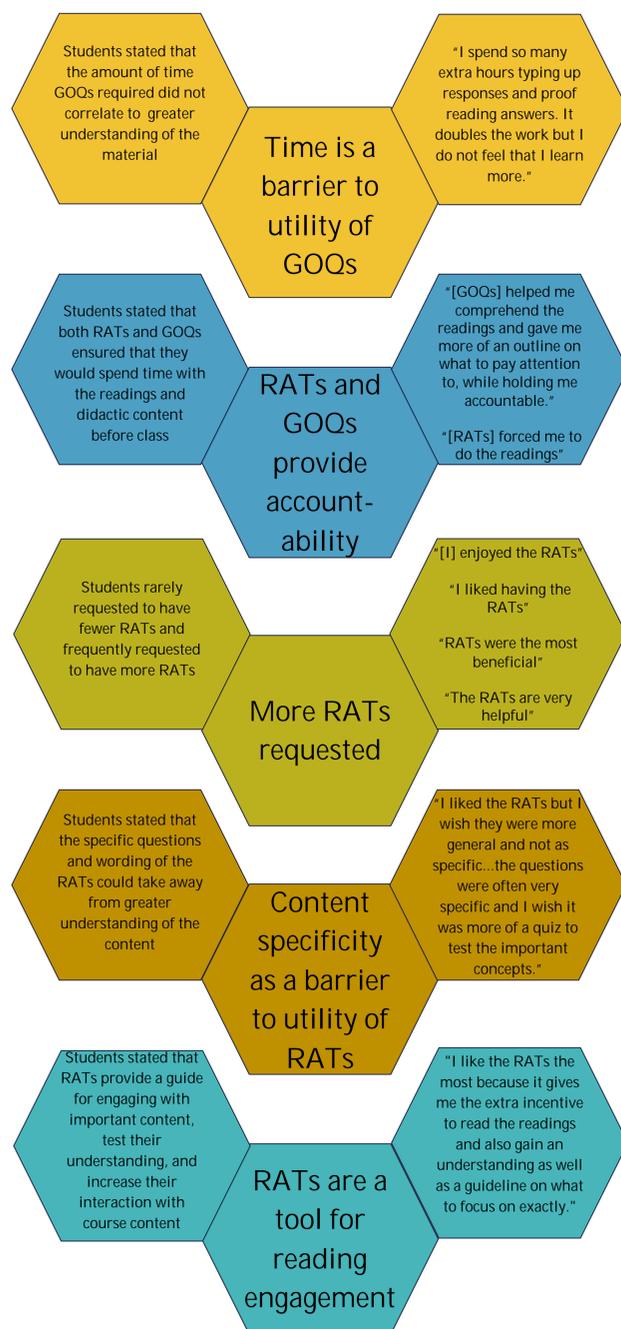
Word Cloud of Student Perceptions



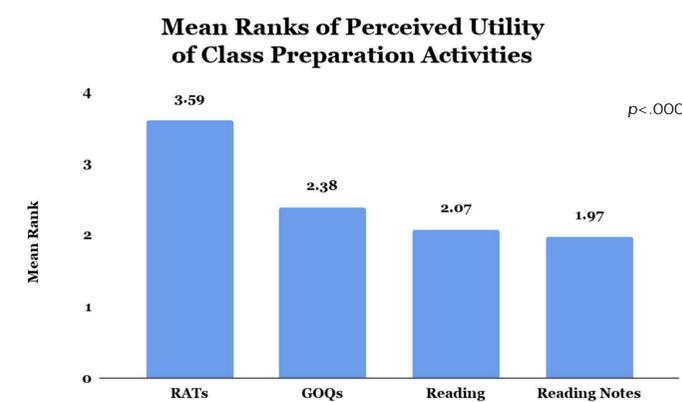
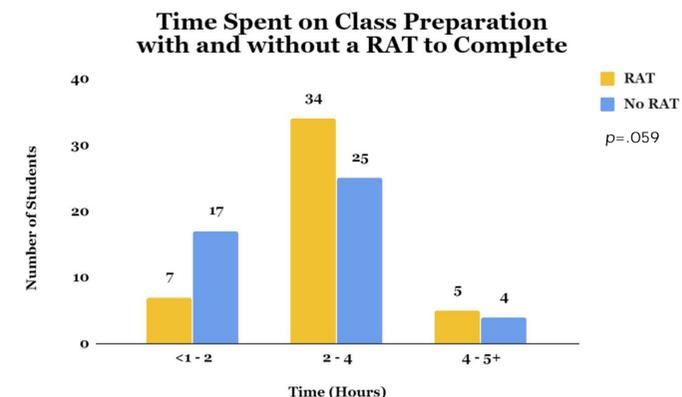
Results - Qualitative (Cont.)



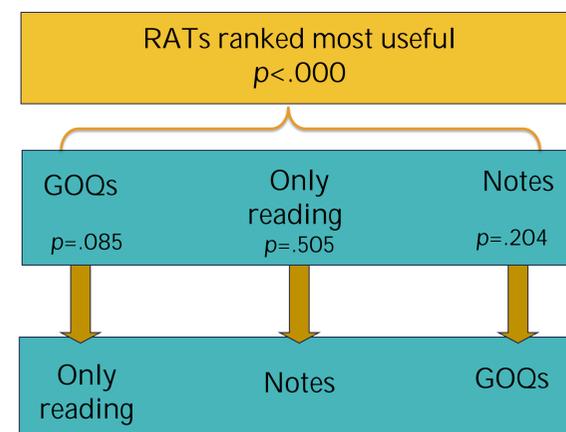
Themes Identified from Inductive Coding



Results - Quantitative



Comparison of Activities' Mean Rankings



Conclusions & Implications

- OT students reported that:
 - RATs were more useful than other class preparation activities
 - RATs enhanced their engagement with the course content
 - 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