Results - Introduction

- Active student engagement enhances learning
- Flipped classrooms increase student engagement and exam performance
- Students must complete pre-class work for flipped classrooms to be successful
- Completing quizzes and guided reading notes before class enhances student learning
- Research shows that completing class preparation activities increases exam scores and active participation
- There is a growing body of evidence regarding the effectiveness of class preparation activities
- Understanding student perspectives of class preparation activities allows educators to design more practical and useful activities
- Research about occupational therapy (OT) student perceptions of class preparation activities

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 codebook
    - The first and second author independently coded the data until an ICR of at least 75% was met
    - Inductive coding was used to identify themes and subthemes
  - Quantitative Analysis:
    - Chi-square test of independence comparing how much time students spend 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 (Cont.)

Themes Identified from Inductive Coding

- Time is a barrier to utility of GOQs
- RATs and GOQs provide accountability
- More RATs requested
- Content specificity as a barrier to utility of RATs
- RATs are a tool for reading engagement

- "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)

Results - Quantitative

- RATs ranked most useful
  - p < .000
- GOQs
  - p = .085
- Only reading
  - p = .505
- Notes
  - p = .204

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